DOCUMENT RESUME

ED 402 493 CE 073 184

AUTHOR	Rettinger, Georgina S.
TITLE	Parents and Preschoolers: Literacy Partners (Keys for Kids), Fiscal Year 1995-1996.
INSTITUTION	Greenville Literacy Council, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	96
NOTE	126p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Curriculum Guides; *Emergent Literacy; Learning Activities; Lesson Plans; *Literacy Education; *Parent Education; Parents; *Parents as Teachers; Preschool Children; Preschool Education; Program Development; Program Effectiveness; Student Recruitment; Young Adults
IDENTIFIERS	353 Project; *Family Literacy

ABSTRACT

In an effort to recruit more adults in the 18-25 age group, the Greenville Literacy Council of Greenville, Pennsylvania, developed the Keys for Kids program, which was designed to teach young parents to foster emergent literacy skills in their preschoolers and thereby improve their own literacy skills. An 8-week training program was developed to help parents use emergent literacy activities with their children while practicing their own literacy skills. Parents of preschoolers were recruited through news articles, radio advertisements, school fliers, and telephone contacts. The program was delivered and evaluated in four school districts. The approach of recruiting parents as teachers of their preschoolers proved quite successful. Although those participants who agreed to be tested exceeded the established benchmark of progress, too few participants agreed to be tested for the test results to be declared significant. The project was successful in getting most participants to alter their lifestyles and improve their own reading and writing skills by using emergent literacy activities regularly with their children. (Appendixes constituting approximately 75% of this document contain the following: Keys for Kids curriculum guide, including lesson plans for 16 class sessions and supplemental plans for parents with higher-level skills; recruitment materials; and the end-of-project survey instrument.) (MN)

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ED 402 493

PARENTS AND PRESCHOOLERS:

LITERACY PARTNERS

(Keys for Kids)

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PARENTS AND PRESCHOOLERS: LITERACY PARTNERS

Subtitled: Keys for Kids

Report Prepared by:

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Fiscal Year: 1995-1996

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Project No. 98-6003
Funding: $ 11,307

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

PARENTS AND PRESCHOOLERS: LITERACY PARTNERS

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Audience: Staff of Agenicies that are Literacy Providers

Purpose:
As a literacy council, we traditionally had difficulty recruiting adults in the 18-25 year age group. Therefore, our purpose was to recruit parents in this age group, teach them ways to foster emergent literacy skills in their preschoolers, and help them develop more effective literacy skills themselves.

Procedures:
First, we established a benchmark of progress for students in this age group who enrolled in a more traditional adult literacy program. We then designed an eight week training program to help parents use emergent literacy activities with their children while practicing their own literacy skills. We recruited parents of pre-schoolers through news articles, radio ads, school fliers and telephone contacts. We then ran the eight week program in each of four school districts. At the close of each eight week training cycle, we evaluated the program as it was presented and modified it to meet the expressed concerns of the parents.

Summary of Findings:
Although this approach was successful in recruiting adults in the targeted age group, many refused to have their reading/writing skills evaluated in any but the most informal manner. Those who agreed to be tested exceeded the benchmark of progress but were too few to suggest significant results. What was significant was that the majority of participants altered their life styles to use emergent literacy activities regularly with their children. Most also reported that their own reading and writing skills had improved. However, the most important findings were what we believe to be the keys we need to recruit and retain this population in a literacy program.

Comments:
Most of the parents who resisted being tested extended that phobia to any activity in which they thought that their own performance might be judged. These same parents were willing to participate in exactly the same activity if they were working with or making materials for their children.

Products:
Copies of the course of study and daily lesson plans developed for the eight week training cycle are available upon request from the Greenville Literacy Council.

Descriptors:

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INTRODUCTION: THE KEYS FOR KIDS PROJECT

Throughout the history of the Greenville Literacy Council, parents of preschoolers, usually in the 18-25 age group, were particularly hard to recruit. When we did recruit them, we had difficulty retaining them. They had no time, no transportation, no one to take care of the children--reasons they offered for not participating in the services of other local agencies. That these were real problems, we had no doubt. We worked with many of our other clients to solve them. But when we tried to help members of this group solve the same problems (locating shared rides , paying for baby sitters) our efforts were rejected or ignored.

Background and Rationale:

In 1994, the director of the Greenville Literacy Council was asked by a group of school district, health agency and community members to coordinate the development of a grant proposal to attack these fundamental difficulties by establishing four conveniently located family development centers in northern rural Mercer County. Part of our data collection process included multiple meetings with groups of representatives from the target population we were designing the family centers to serve. At each meeting, we asked three questions:

What services do children in your community need?

What services do parents in your community need?

What services do others in your community need?

With little variance, each group identified five areas of need:

1. A welcoming atmosphere that reflected mutual respect.
2. An easy system for referring them to other agencies when such referrals were needed.
3. Health services not presently available to many members of the targeted population.

4. Information on the cognitive, emotional, social and physical aspects of child development.

5. Educational support to remediate their own lack of skills to keep their "ignorance" from "passing on" to their children.

The family development centers, once established, were able to meet the first four requirements. They asked us to provide the fifth: educational support for the parents. We agreed to do so, but, even with family center intervention, we were no more successful in recruiting parents of preschool children to our agency than we had been in the past. Therefore, we decided to try approaching these parents through their preschoolers: by teaching them how to help their children develop the emergent literacy skills. We felt that this would have three pay-offs. First, we would recruit more parents of preschoolers into our program. Second, we would help the preschoolers be more successful when they entered school. Third, we would help the parents develop more proficient literacy skills themselves.

Time Frame for Activities:

To reduce the number of transportation issues, we decided to run four trainings for parents -- one at each family development center. To reduce the child care issue, we decided to run these trainings in conjunction with other family development center activities that parents would also want to attend. Therefore, we designed an eight week training cycle that would be repeated four times over the course of the academic year. An eight week cycle allowed us to break for holidays, when parents wouldn't want to attend and also gave us time to evaluate the success of the training program after each cycle. This project took place from July 1, 1995 through June 30, 1996.

Key Personnel:

Dr. Georgina Rettinger, Director of the Greenville Literacy Council, Wanda Lester, Family Literacy Instructor and Mary Jo Dykes, Tutor Trainer, played the most significant roles in developing this program. Dr. Rettinger was responsible for the design of the program. She also supervised its implementation and designed instructional programs for those parents who wanted to refine their own basic literacy skills. Ms. Lester, who had directed a preschool program, worked with the parents in each cycle. She helped them set personal goals and goals for working with their children, and taught them the principles of allowing children to develop emergent literacy skills. Ms. Dykes was responsible for testing those parents who agreed to be tested. She also helped them set their own personal goals for developing more proficient skills.

Audience

The following report on the results of our efforts would be of interest to Literacy Council staff as well as to staff from other agencies who are contemplating developing a Family Literacy Program. It would also be of interest to Literacy Programs that have experienced the same difficulty in recruiting parents of preschool children or young adults in the 18-25 year old category.

Dissemination

This project is being disseminated by:

The Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Permanent copies of this report will be filed at:

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Pennsylvania Department of Education
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Copies of the curriculum guide used for the *Keys for Kids Project* may be obtained by contacting:

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THE PROJECT: KEYS FOR KIDS

As we started to plan our recruitment process, we realized we needed a title that would catch the interest of our intended audience. To find one, we reviewed the problem we were trying to solve.

Statement of the Problem:

Our major difficulty was recruiting a particular type of student--young parents whose ages usually ranged between 18 and 25. Students in this population were often attracted to participate in our GED classes. But if their reading skills were too minimal to profit from such instruction, the students reacted with rage. They rejected the idea that they had difficulty reading, and claimed that the tasks they could not perform were not tasks they needed to perform.. They could not complete a job application -- their wives/friends/boyfriends would complete it for them. They could not read most of the items on a menu -- they just ordered what everyone else was ordering. They could not find the time and channel of a television program they wanted to watch in a newspaper table of programs -- they would watch something else. Since they felt no need for reading, they saw little reason for entering a literacy program. After all, they only wanted a GED. Their attitude was reflected in the words of one young woman who said, "Look. All I want is a job. I don't need to read. All I need to do is get a GED."

Not surprisingly, the children of this population entered Head Start, kindergarten and first grade programs significantly below their peers in their readiness for emergent literacy or reading activities. They easily fit Durkin's profile of children who were not yet ready to for literacy and literacy like activities. They had very small speaking vocabularies; they were

often unable to listen to a story enjoyed by their more advantaged class mates; they showed little curiosity about the world around them. They had little experience with crayons, markers or scissors; more importantly, they had little concept that the printed words surrounding them all their lives-- words like "STOP, " "Supermarket," "ice cream," "street", "school" -- bore any relevance to them (Durkin, 1993). These were the children who were recommended for retention in kindergarten and again in first grade. These were the children who were often recommended for retention a third time in second grade.

The problem seemed straight forward. We knew that the parents needed the keys of literacy and information to help their children be successful in school. We also knew that we had not found the key to attracting these parents into any kind of a program that would help them. Therefore, we decided to call the program *Keys for Kids*.

Goals and Objectives for Keys for Kids:

Our first goal was to determine whether or not a family literacy emphasis would be more attractive to young parents in the 18-25 year old group than a traditional literacy program had been. Our second goal was to determine whether or not parents could learn and practice the skills they needed to help their preschool children develop the kind of emergent literacy skills they would need upon entering a Head Start, kindergarten or first grade program. Therefore, we decided that at the end of each training cycle, the parents would be able to:

1. Read five books aloud to their children, discussing each book before, during and after oral reading.
2. Create a rich, literate environment for their children in one area of their home.

3. Engage their children in art activities appropriate to their children's level of development and use them as springboards for talking about stories and words.

4. Involve their preschool children in emergent literacy activities related to routine household tasks: making shopping lists, looking for words on the way to the store, looking for brand-names while they shop.

5. Engage their preschool children in activities that encourage interest in writing.

Our third goal was to determine whether or not we could help parents develop more effective literacy skills. Having set and discussed the goals, we then started the project.

Procedures:

We began our investigation by reviewing our records of students in the past three years who were in the 18 to 25 year old age group. These students made an average of 2.5 months growth on reading scores for every month they spent in the program. This population was admittedly small -- there were only 25 students whose records showed they had been in the program long enough for us to measure their growth. Nevertheless, we decided to use this 2.5 month figure as a benchmark to measure the progress of those students we attracted to our Keys for Kids outreach.

We then outlined a basic curriculum for training the parents of preschoolers. This curriculum included the following activities for preschoolers:

1. Instruction and guided practice in read aloud techniques.
2. Information on the development of art production in young children.
3. Instruction and guided practice in using art activities with young children.
4. Instruction and guided practice in encouraging a child's emergent interest in writing.
5. Writing and illustrating books for children.

We developed a schedule for offering this eight week course in each of the four school districts with which we were working. We then advertised the classes, using newspapers, radio advertisements, fliers sent home from school and referrals from school district and family center personnel. We followed each response with a personal telephone call from instructor who offered to provide transportation for those who needed it in the Family Development Center Van.

We began meeting with the parents twice a week for a total of 5 hours per week. When it became clear in the first cycle that our schedule was not working for the participants, we let them set their own schedule for class meetings, a procedure we followed at each subsequent cycle. Each session consisted of child development information, art and music activities, and activities directly related to emergent literacy development. We had also planned to provide an individualized educational plan to meet each participants' basic literacy needs. However, we quickly learned that the participants were not interested in spending any class time working on their own skill development -- nor were they interested in being tested, as we had planned. They felt uncomfortable reading anything when fellow group members were around--even material that directly reflected the interests and the goals they had expressed. They felt equally uncomfortable reading in front of the instructor or the tutor trainer. Therefore, we were able to test few participants. Some participants were willing to attend classes through our traditional adult literacy program both during and after their training cycle. All participants were willing to practice literacy skills as they worked on preparing materials for their preschool children -- perhaps because they did not realize they were working on their own literacy needs as well.

At the end of each cycle, we met with family development center staff to plan the next cycle using what we had learned from the previous one. Through this process, we changed some of the activities, refined others, and beginning with the third cycle, encouraged parents to bring their preschoolers to each class so the parents could immediately practice the skills they were learning. When they were not working with their parents, a Family Development Center staff person supervised the children.

We provided descriptions of the specific activities we used and lesson plans for these activities in our Keys for Kids Curriculum. Copies are available upon request from the Greenville Literacy Council.

RESULTS OF THE PROJECT

At the close of the project, we examined each of our goals and objectives: those that were met and how, as well as those that were not met and why. We evaluated these outcomes by using the instructor's anecdotal information from each class and a telephone survey she conducted at the end of the project. We had intended to use the results from a formal reading test like the *Woodcock Reading Mastery Tests,* Form G to help us assess the parents' development of reading skills and to enable us to compare their performance with the benchmark we established at the beginning of the program. However, only --- of the --- students consented to be tested. Thus, we had to omit that measure because we felt the population was too small to form any statistical hypotheses. The evaluation strategies we did use suggested that we attained many of our outcomes, but we only partially met others. However even our failures gave us insights into the nature of the problem with the targeted population that we found surprising.

Goal 1: Recruit and retain greater numbers of young parents (approximate ages 18-25).

Using this technique, we recruited more students in this age category than we had ever recruited before. After each round of advertising, seeking referrals, and sending flyers home from school, we ended up with a list of 12 to 15 potential participants who were eager to begin taking classes, particularly since we had offered child care and transportation. Unfortunately, by the second night of class (less than a week after our last telephone contact), some of these students disappeared. Those who failed to materialize offered valid reasons for missing the class: the dog died; the husband did not come home on time; the aunt who was

going to take care of the children got sick. But they also failed to materialize for the second class, the third class, the fourth class.... As we investigated, we began to get a clearer picture of why many members of this group rejected our services even though they needed them:

Test Anxiety: Some of the parents had heard from other parents and from participants in our traditional program that they would **have** to be "tested." In our traditional program, we never test anyone until he/she has developed both long and short term personal goals and educational goals. Then we can relate whatever testing is necessary to their long or short term goals. Since that framework takes the "sting" out of any testing we do, we naturally used that approach in our attempt to plan an individualized educational plan for the Keys to Kids participants. But the anxiety many of these young parents feel toward any kind of testing is so acute that even the most informal of evaluations is incredibly intimidating.

Lack of Support: Many of the young parents in the target population appear to live in relationships in which their partner is easily threatened. These partners often seem to express their disagreement with the prospective participant's intention through a form of passive aggression. They forget to come home to watch the children, they take the only other set of car keys, they claim,"I couldn't make the baby stop crying the whole time you were gone...." One young father made fun of his girlfriend's

attempt to label common household objects with word cards and referred to her as "so stupid she needs to go to school." Another mocked his wife by parodying her attempt to sing "Old MacDonald" with their three year old. The source of these passive aggressive activities may lie in the partner's uneasiness about his/her own literacy skills. It may also lie in the partner's fearfulness that the participant 's change will trigger an unwelcome change in the balance of power in the relationship.

Life Style: A third reason for not participating seems to spring from the irregular life style that many of them lead. Unemployed with no habit of forming and keeping regular appointments, some prospective clients simply forget the time. Instead, their daily activities seem to be driven by ever changing external forces that they seem unable to predict. Since they live from moment to moment, they are unable to commit to a program that requires regular attendance at a specific time.

Fear of Failure: Often a participant would confide that "Mary really wanted to come. She just got scared." When we asked why they were scared, these participants (who often were siblings of the persons they commented on) would say--"She's just afraid to try. She doesn't think she can do it."

Of course, we added new students as the weeks progressed and we were pleased by the number of clients we recruited. During the four eight week cycles, we actually recruited

39 young parents in the 18-25 year old age group. That contrasts favorably with the 25 we had managed to recruit during the three year period prior to this program. But we were most pleased by the insights we gained into why some parents never attended. Now that we understand what we are working with, we can develop strategies to counteract these forces.

Goal 2: **Teach parents some of the skills they need to help their children develop emergent literacy skills.**

We measured our attainment of this goal by our success in achieving each of the objectives below.

At the end of the program, parents would read five books aloud to their children, discussing each book before, during and after oral reading.

We attained this objective. Each of the parents who attended the session learned to read and did read five books suitable for preschool children. Furthermore, they each reported reading these texts aloud to their children and shared their children's reactions to them during the class sessions. One of the factors that helped us attain this objective was the multiplicity of children's texts we were able to purchase through the grant, and our willingness to lend them to our clients.

A second factor was the free library card we offered to parents. Since many of the parents had no access to children's literature and did not own a single children's book, this card provided them with a constant supply of books with which to amuse their children.

A third factor seemed to be the charm of the texts themselves. Few of these young parents had ever heard these stories before and almost all stated their own

parents had never read to them. They listened to stories like *Where the Wild Things Are* with total abandon and a child-like joy. They also relished practicing reading these texts aloud, particularly when they could do so in a group using one of the Big Books we purchased.

Reading aloud seems to have become habitual in many of these families. When the instructor called them at the close of the project, 91% of the population we were able to contact reported that they read to their children on a regular basis. Sixty percent said that they read daily, and another 25% read twice a week or more. Furthermore, we know from the instructor's anecdotal records that many of these same clients are using the library cards to find new books to read to their children.

According to the same survey, which was conducted two to eight months after the project had ended, 91% said that they talked about the books. A few talked about the books before the reading (36%),some discussed the books during the reading (49%), and most discussed the books with their children after the reading (64%). We were delighted with this finding. According to Mikulecky, the difference between parents of accelerated readers and parents of at risk readers is not whether or not they read to their children. It is the amount of discussion--particularly playful discussion--that goes on before, during and after reading the book (Mikulecky, 1996).

By the end of the program, parents would create a rich, literate environment for their children in one area of their home.

We also met this objective. Throughout the eight week cycle, our instructor

provided many ideas for games and activities that parents could make with "found" materials -- materials that are easily accessible and cost nothing. Working with the instructor, these young parents made puzzles for their children, puppets, games to accompany the books they read and little books that they wrote and illustrated themselves. These materials were stored in a *Reading and Writing* corner of their home along with paper, crayons, and any pencils that were in the home. Most of the parents (91%) reported using these areas on a regular basis during the eight week cycle, and their existence was confirmed by the Family Development Specialist from our Family Center who made home visits to most of these families. During the close of project survey, all of the parents who created the center reported that is was still in use and used regularly by their children.

By the end of the program, parents would engage their children in art activities appropriate to their children's level of development and would use these activities as springboards for talking about stories and words.

This was a particularly difficult objective for parents to master. We presented information on children's cognitive development through art, using Lowenfeld as a source (Lowenfeld, 1970). Nevertheless, parents had a tendency to use activities appropriate for children in the preschematic stages of development with children who were in one of the scribbling stages of development. Thus, some of the children were asked to create art products which were beyond their present level of development. This may be due to unclear explanations of the differences between the stages of art development and the meaning of each stage. On the other hand, this

information may have been too complex for the parents to master in such a short period of instruction. We were pleased that most of the parents realized the importance of art experiences for their children and used them in their homes. We were also pleased that the art products of the children did become springboards for conversations between parents and their children about reading and reading related activities. During the close of project survey, all of the parents reported encouraging their children to draw, paint or use chalk. Eighty four percent said that they use them regularly and at least once a week. Half of the group reported using them daily.

At the end of this program, parents would involve their preschool children in emergent literacy activities related to routine household tasks: making shopping lists, looking for words on the way to the store, looking for brand-names while they shop.

We believe that we met this outcome as well. During the training cycle, parents were given experiences in selecting one or more simple recipes, discussing the recipes with their children, and making up a shopping list with their children. They then took their children shopping for ingredients, had them look for brand names, and invited the children to participate while they, the parents, followed the recipe.

During the cycle, all parents reported working with their children on these tasks. Apparently making lists, shopping and cooking with their children were activities they had never done before. In fact, many commented that they had no idea how much fun they could have shopping with their children. They said they usually avoided taking them to the store because, as one parent put it, "they [the

children] always behave like brats." They were amazed at the difference in their children's behavior when they and the children were working on a common task.

Weeks and months after their training had ended, most of the parents reported continuing these activities in some form. When we surveyed them at the end of the project, 58% of the parents said they were still making lists and shopping with their children. All of the participants said they still cooked with their children and 67% of the group said they talked about the words they see on the way to the store and in the store. Forty two percent said that although they wanted to do these things with their children, they were unable to find the time for it.

At the end of this program, parents would engage their preschool children in activities that encourage interest in writing.

During the training program, parents wrote and read stories to their children and began to involve the children in making up stories which they then wrote down. Sometimes parents would work with their children to create little books. Sometimes parents would just copy down their children's ideas for stories and let the children illustrate them . Parents also gave their children many experiences in writing with different materials (chalk, vanilla pudding, markers, chalk-like rocks found in the yard) and on different materials (concrete, sandpaper, snow). Because all of the parents provided evidence of these activities during their training cycle and because 50% reported continuing to play with their children two to eight months after the program has ended, we feel that this objective was met.

As we reviewed this evidence, we were convinced that we met Goal 2. The parents

who participated in this project developed many of the skills and understandings they needed to help their children develop a state of emergent literacy.

Goal 3: **At the end of this program, parents would demonstrate more proficient reading comprehension, use of context clues and/or word analysis skills.**

We have little statistical information to suggest we met this goal. As stated earlier, many parents resisted any form of testing or evaluation of their literacy skills. In fact, many of these same parents denied having any problem reading, although husbands, friends or siblings would confide that they wished we would "...do something about Eloise's reading." A few did consent to being tested, and we used these results to develop programs for them in our traditional program which is on-going. However, we felt that it was meaningless to compare their average rate of growth to the benchmark established at the beginning of the program.

We do have survey and anecdotal evidence that suggests we met this goal to some degree. We knew that we were helping these parents practice their skills through the kinds of activities we planned for them as they wrote and constructed materials. However, we did not believe that eight weeks could have much impact. Therefore, we were surprised that 83% of the participants believed the course had improved their literacy skills. They cited as evidence the fact that they are reading more, said that they were reading more and enjoying it. Fifty percent of the group also stated that had gained insights into the reading and writing process which they thought helped them with their own reading. Our anecdotal evidence supports their claim. Many who originally claimed to spend very little time reading, have started taking an interest in reading aloud to their children and continue the practice of reading to

them at least four times a week. They have also begun incorporating reading into their daily lives, perusing news articles and other materials of interest. Some are even taking books out of the library themselves when they go to pick up books for their children.

The impact has been greater on their confidence. A few have enrolled in our traditional adult literacy program and are continuing to meet regularly with their tutors. Four of our students found the courage to go out an apply for a job, and all four have been hired. Several others have expressed interest in going back to school, either to get a GED certificate or to be trained for a specialized form of employment. One student took an entrance examination for a nurse's aide program--an entrance examination she had repeatedly failed prior to our course--and passed it. She begins nurse's aide training in September.

Procedure for Dissemination:

The Greenville Literacy Council will provide copies of this report and the Keys for Kids Curriculum. Contact:

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Other sources for dissemination include:

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CONCLUSIONS AND RECOMMENDATIONS

Although this project was informally titled *Keys for Kids*, a review of our findings suggested that it also provided keys to the participants:

Keys to Recruitment:

When we weighed the evidence, we decided that a family literacy approach was to be an effective way to reach young parents in the 18-25 year old age group. In fact, we believed that it might be the only way to reach those in this age-group with limited basic skills. However, we noted that parents of preschoolers were far more easily recruited when they were allowed to bring their children to the classes. We attributed this to everyone's preference for the actual activity rather than a simulation or discussion of the activity. But in exploring this preference, we found one key to recruiting participants from this age group. Our participants expressed great reluctance to entrust their children to anyone other than family members. They strongly believed that adequate child care could only be provided by members of their immediate families.

Unfortunately, it was often these same members of their immediate families who sabotaged the participant's efforts to get to class. Husbands failed to come home, boyfriends mocked them, aunts and sisters suddenly became too sick to watch the children. These behaviors were part of a pattern of conditional support that family members provided for many of our participants. However, we suspected that they also masked family member's discomfort with the notion of the participant's developing outside contacts and gaining new skills. Since their sabotage attempts were often successful, we concluded that we need to find ways to involve the participants' significant others in any future basic skills program

developed for this age group.

Another key to recruiting this age group stems from their fear of failure. This group was so intimidated by any form of evaluation including any kind of observation of their performance on a task. We were surprised by this finding because in our traditional literacy program, testing has seldom become an issue. Once a client's goals have been established and we have selected only those tests which will give us the additional information we need, our clients seem willing--even eager--to participate. However, in each of our *Keys for Kids* cycles, any kind of evaluation was an issue. Most participants resented both formal testing and informal evaluation. Many did not even want to read silently if they thought anyone was looking. Our only way of working with this population was to keep the focus of all reading/writing tasks on their group effort and on the tasks they needed to complete to prepare materials for their children. We finally decided that an observation checklist, used unobtrusively by the instructor and combined with information gained in the initial interview, is the best way to determine the literacy levels and learning styles of participants from the targeted population. We decided that this group's memories of academic failures were still too fresh and, unlike older members of the same population, they deeply resented any obvious attempt to measure their performance.

Keys to Preparing Preschoolers:

It became clear to us as we evaluated our participants reactions during the training that even forty hours of instruction made a difference in the kinds of activities parents would use with their children. Although some of our parents were comfortable with their present literacy level, only two reported reading aloud to their children at the program's start. By

the time the training had ended all of the participants reported reading aloud to their children and encouraging them to talk about the book before, during and after the reading. Our end of project survey suggested that all of the parents continued to read aloud to their children even though the program had been ended two to eight months earlier. All but one still discuss the books with their children and use their reading/writing centers to provide opportunities for writing and drawing. Of course, our survey sample was small and has all the flaws of any self report instrument. Nonetheless, we concluded that an eight week training cycle could be a low cost vehicle to make long lasting changes in the ways parents prepare their children for school.

Keys to Parent Literacy

We really did not expect to be able to make much impact on the parents' literacy skills during an eight week training program--particularly after it became clear that the parents were extremely resistant to both testing and independent instruction in basic literacy skills. Therefore, we were surprised that 83% of the participants interviewed believed that the course had improved their own reading and writing skills. They said that they were reading more and enjoying the reading. Apparently the reading/writing practice that they did in class encouraged them to continue practicing their skills by reading independently at home. Only two of the participants have enrolled in our traditional basic skills program (although three more have promised to do so in the Fall). However, we are content to have stimulated the practice of reading. If this reading takes place in front of the children (a question we did not ask in the survey), that alone will help to meet our original goal of developing their children's readiness for school based experiences.

Recommendations

Based on the conclusions we drew from our experience, we recommend that:

1. Family literacy programs should be part of the basic skills offerings of all community based adult literacy efforts. It may be the best way to recruit young parents of preschoolers who are so involved in the complexities of daily living that they have little energy for one more activity. It may be the *only* way to recruit those young parents whose fear of academic experiences interferes with their ability to provide the kind of emergent literacy instruction that often takes place naturally in the homes of highly literate parents.
2. Preschool children should be allowed to accompany their parents to these classes and either included in the instructional program or supervised by trusted child care providers. We suggest hiring family members of the participants.
3. Significant others and family members whose lack of cooperation can derail a participant's attendance should be involved in the planning of activities for the participant and for the preschool child. We recognize that these significant others may not want to participate themselves. However, we strongly urge program planners to include some activities like picnics and field trips that will involve all members of the family.
4. We also recommend avoiding traditional forms of formal and informal testing for this population -- at least for the first few months of the program. Instead, we suggest developing an observational checklist of skills and competencies that the instructor can complete unobtrusively over a period of time. The results of the checklist can be

combined with information gained during the intake process to provide data on reading level and learning style.

5. We also believe that a family literacy program should provide information on productive and non productive emergent literacy activities. As Mikulecky (1996) has noted, one of the differences between the behaviors of parents of accelerated readers and parents of at risk readers is the playful approach parents of successful readers take toward reading aloud to their children. These parents place little emphasis on letter sounds or word meanings. Instead they take a light hearted approach to the meaning of the story as a whole.

   By contrast, the parents we worked with behaved very much like the parents of at-risk readers. Their basic instinct was to "sound out letters" so that their kids could "make words." They were so convinced that they needed this instruction that they pressured the instructor until she provided a lesson on phonics in clear contradiction of the program's philosophy. Had we prepared the parents by contrasting productive and non productive emergent literacy activities, this situation would have been avoided.

Summary

On the whole, we consider our first venture into the field of Family Literacy a success. We are convinced that young parents who will not even consider going back to school for themselves will participate for the sake of their children. We are also convinced that parents will incorporate some rather complex changes in behavior (e.g., reading aloud to their children daily) into their life style once they see for themselves the impact these changes have on their children. Finally, we believe we helped the 39 participants in our program

make these changes.

We also know that the changes and additions we made in the lives of the *Keys for Kids* participants is not enough. We need to find ways to help young parents set goals for themselves and overcome any form of intimidation to work toward them. We believe that the five recommendations listed above will help us do just that. We intend to use them to guide our next efforts at reaching out to young parents of preschool children so that we can develop a more intensive, stronger family literacy program.

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Appendix A

Keys for Kids

Curriculum Guide

KEYS FOR KIDS

CURRICULUM GUIDE

Developed through a grant from

The United States Department of Education

Distributed by the

Pennsylvania Department of Education

Bureau of Adult Literacy and Basic Education

1995-1996

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CURRICULUM GUIDE
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KEYS FOR KIDS

CURRICULUM GUIDE

Overview

During the fiscal year of 1995-96, the Greenville Literacy Council implemented a plan to teach parents to provide emergent literacy activities for their children. Most of the parents we worked with had limited literacy skills themselves; yet they were extremely resistant to any form of literacy instruction. However, they were extremely enthusiastic about making materials for their preschool children. They either did not notice, or did not care, that at the same time, they were working on developing these skills.

We met with four cycles of parents for a period of eight weeks or sixteen two and a half hour sessions. At the conclusion of each cycle, the parents invariably protested and asked us for more classes.

Goals and Outcomes

Parents will be able to:

1. Read five books aloud to their children, discussing each book before, during and after oral reading.

   To achieve this goal, parents will:

   a. choose an appropriate book to read to their child.

   b. list several elements of good books.

   c. set aside a time daily for quiet activities with their child.

   d. use this period of quiet time to read and discuss books with their child.

   e. read four poems to their child.

   f. compose questions to be used before, during and after reading a book to their child.

   g. verbalize the importance of discussion before, during and after reading.

   h. make a rhyming flap book with their children and read it with them.

   i. read *The Gingerbread Boy* to their children and use art and cooking activities to springboard discussion about and acting out of the story.

   j. relate to each other the programs and services offered at the local library.

2. Create a rich, literate environment for their children in one area of their home.

To achieve this goal, parents will:

a. explore a Reading and Writing Center and describe it's potential use in the home.

b. make flashcards and use with their children.

c. make and use an age appropriate puzzle with their child.

d. use labeling to encourage word, object recognition.

e. make letter sewing cards and use with their children to discuss letters.

f. use letter sewing cards to form a string of letters forming child's name.

g. make and use bean bags.

h. make and use sock puppets in story telling and roll playing activities.

i. make and use stringing beads with their children.

j. make a calendar to chart weather and as a springboard for discussion about the words and concept of time and weather.

k. make a chart of jobs for child with area for recording completion.

l. make a game to teach concepts of more, less, and the same

and use with their child.

m. make a *Days till Christmas* (Easter, birthday, etc.) tree and use as s springboard for discussion about special days.

n. make and use stick puppets to stimulate discussion about and serve as props for reenacting stories.

o. make and play memory game with their child.

3. Engage their children in art activities appropriate to their children's level of development and use them as springboards for talking about stories and words.

To achieve this goal, parents will:

a. use common household materials to create a fingerpainting experience.

b. use picture maps to develop stories with and about their children.

c. make and play a simple board game with their child.

d. use an art activity as a springboard for discussion.

e. introduce their children to a new art medium in a way to encourage creative development.

f. use found objects to make prints with their child.

g. make and use salt ceramic with their child.

h. make a paper collage with their child and use as a springboard for discussion.

g. engage children in decorating activities.

h. make simple holiday decorations using pasta.

i. engage children in simple stringing and garland making activities.

j. make simple props for storytelling or play production.

k. use snow as a writing and painting medium.

4. Involve their preschool children in emergent literacy activities related to routine household tasks: making shopping lists, looking for words on the way to the store, looking for brand names while they shop.

To achieve this goal, parents will:

a. make and use shopping list with their child.

b. group objects by similar characteristics with their children.

c. use simple objects to demonstrate and discuss simple math concepts with their children, such as more or less.

d. make a cookbook for their children.

e. involve their children in list making, shopping and cooking.

f. include their children in cookie preparation and use as a springboard for discussing words used in cooking.

g. include child in holiday preparation activities, such as list making, shopping, cooking, decorating, etc.

h. make simple, nutritious snacks with their child from recipes.

i. delegate responsibility to children for simple chores around

the home.

j. make paper keys to be used a rewards for tasks accomplished or goals achieved.

5. Engage their preschool children in activities that encourage interest in writing.

To achieve this goal, parents will:

a. use journal writing to expand writing skills while recording events of importance in child's life.

b. use activities to develop small motor skills necessary for the development of writing skills.

c. make and use a cookbook with their child.

d. engage their child in a letter writing activity.

e. discuss the idea of writing as a means of talking to someone who is too far away to hear you with their child.

f. write simple thank you notes with their children.

g. make a rhyming flap book with their child.

6. Relate their own literacy efforts to the efforts of their children.

To achieve this goal, parents will:

a. distinguish between and set long and short term goals for both themselves and their child.

b. increase their spoken vocabulary and that of their child.

c. use positive reinforcement to achieve desired outcomes with

their children.

d. verbally share ideas and suggestions in a group setting.

e. explain the importance of good nutrition in child development and learning.

f. engage children in discussion.

g. list several reasons for becoming actively involved in their child's education.

h. explain their role as their child's first teacher and the rewards and responsibilities the role encompasses.

g. access other sources of materials and activities dealing with emergent literacy, adult literacy and child development.

h. list several other programs available dealing with educational opportunities available in the community.

i. explain to each other the connection between parental behaviors and child behaviors and how they relate to educational development and literacy skills.

Lesson Plans

Session I

Outcomes:

Parents will:

a. describe the objectives of the program.
b. explain the format of the program to each other.
c. use a song and related flashcards to increase word-symbol association.
d. use common household materials to create a fingerpainting experience.
e. be able to list the various resources available at the Family Center.
f. explore a Reading and Writing Center and describe its potential use in the home.
g. explain the reason for pre and post testing and the types of evaluations used in the program.

Motivation:

Explain the purpose of the program and the kind of fun they could have with their children.

Procedure:

1. Review the objectives of the program using a chart.
2. Discuss the implications of this program. Compare implications to participants expectations for the program.
3. Present participants rights and responsibilities in the program.
4. Demonstrate a sample activity in which a common song is used to initiate children to words.
    a. Sing *Old MacDonald* to the group and with the group.
    b. Present flashcards with pictures of animals beside words for the animals.
    c. Discuss ways to use this with other songs.
5. Demonstrate second sample activity: making fingerpaint from vanilla instant pudding. Participants fingerpaint on freezer paper.
6. Speaker from Family Development Center to address issues like transportation.
7. Demonstrate activity center for reading and writing. Participants explore materials in the center.
8. Set schedule/time for classes.

Evaluation

1. Participants' questions and comments.
2. Degree of participation.

Materials Needed:

Chart of program goals, flash cards of animals and animal words to accompany *Old MacDonald*, freezer paper, instant vanilla pudding mix, milk jars, food coloring, newspaper, tape, activity center.

Session 2

Outcome:

Parents will:

a. make flashcards and use with their children
b. make and use shopping lists with their children
c. choose an appropriate book to read to their child
d. list several elements of good books
e. set aside a period of time daily for quiet activities with their child
f. use this period of quiet time to read and discuss books with their child
g. read a simple book to their child

Motivation:

1. Explain the activities planned and materials to be created for their children.

Procedure:

1. Make flashcards using those from the previous lesson as examples
2. Discuss the purpose for lists and ways to engage child in list making activities
3 Make sample shopping lists for children using pictures cut from grocery ads
4. Discuss the various elements of good books
5. Discuss the various criteria to use when deciding appropriate books for children
6. Demonstrate reading with expression and allow time for practice
7. Discuss benefits and use of quiet time as means for incorporating literacy activities into daily living

Evaluation:

1. Participants questions and comments
2. Degree of participation in discussion and activities

Materials Needed:

index cards, markers, pictures of animals, scissors, glue, grocery ads, several examples of children's books, list of *Caldecott* and *Newberry* Award winners, paper, pencils

Session 3

Outcome:

Parents will:

a. distinguish between and set long and short term goals.
b. make and use an age appropriate puzzle with their child.
c. make and use flashcards to teach color recognition and word color recognition.
d. use journal writing to expand writing skills while recording events of importance in child's life.

Motivation:

1. Discuss children's reactions to materials used in previous classes.
2. Explain the activities planned for this session.

Procedure:

1. Discuss goals, their purpose, their duration, and how to use goals with children to achieve desired outcomes.
2. Make two lists of sample goals, one long term and one short term.
3. Make a simple puzzle from a picture, either cut from a magazine or drawn.
4. Discuss use of puzzles to develop skills in shape recognition, and patterning.
5. Make color flashcards with one color and color word on each. Use to play the "I See Something Red (Yellow, Green etc.) game.
6. Explain the concept of journals and the benefits derived from keeping one, particularly in recording the milestones in their children's lives.
7. Ask them to make the first entry in class and continue at home, writing whenever their child does something noteworthy. Emphasize the private nature of entries.

Evaluation:

1. Participants comments and questions.
2. Degree of participation in activities.

Materials:

paper, pencils, markers, glue, cardboard, scissors, wide tape, index cards, journal notebooks, pens

Session 4

Outcomes:

Parents will:

a. discuss the concepts of same and different with their children.
b. group objects by similar characteristics with their children.
c. set realistic goals and plan steps necessary to achieve them.
d. be able to use simple objects to demonstrate and discuss simple math vocabulary with their children such as more or less.
e. use picture maps to develop stories with and about their children.
f. explain the relationship between spoken vocabulary and literacy and actively work to increase their spoken vocabulary.

Motivation:

1. Discuss the importance of active parental involvement in the educational success of children.
2. Discuss the contribution they are making towards their child's future success.

Procedure:

1. Make up several index cards with pictures of two similar objects and one different object on each and explain use.
2. Continue discussion of goals and add the development of steps to achieve them.
3. Discuss ways of including children in goal setting activities and reasons for doing so.
4. Use different colored candies (ie. M&Ms) to demonstrate various math concepts such as more and less, and beginning counting activities.
5. Make a large picture map with the child in the center and those people most important to them surrounding in a circle.
6. Discuss ways of using this to develop a story about their child.
7. Discuss the importance of spoken vocabulary to later literacy success.
8. Ask each parent to pick a new word each day and use it as much as possible with their child.

Evaluation:

1. Degree of participation in activities.
2. Degree of participation in discussion.
3. Questions and comments of parents.

Materials:

Magazines, index cards, markers, glue, scissors, blackboard or easel, candy,construction paper

Session 5

Outcomes:

Parents will:

a. use goals and rewards with their children
b. use positive reinforcement to achieve desired outcomes with their children.
c. make and play a simple board game with their children.
d. make a cookbook for their children.
e. involve their children in list making, shopping, and cooking.
f. use labeling to encourage word, object recognition.

Motivation:

Explanation of activities planned and materials used.

Procedure:

1. Pass out copies of goals lists developed previously and discuss the use of incentives for continued movement toward completion of goals.
2. Discuss concept of positive reinforcement and benefits of use with children.
3. Make a simple board game out of construction paper and a cardboard spinner.
4. Begin a cookbook for children by making cover and copying one recipe for inclusion.
5. Discuss ways to develop emergent literacy while shopping with your children by discussing words to and from the store, pointing out brand names, etc.
6. Discuss ways to involve children in all phases of meal preparation from making a list of necessary ingredients, to shopping for them, to preparation, to cleanup.
7. Discuss the use of labels to building word, object association.
8. Make labels to put on various objects around the home.

Evaluation:

1. Questions and comments of participants
2. Degree of participation in activities
3. Observations made during home visits of the Family Center personnel.

Materials:

Goals list from previous class, large construction paper, markers, pencils, cardboard, brass fasteners, scissors, paper punch,index cards

Session 6

Outcomes:

Parents will:

a. use art activity as a springboard for discussion.
b. introduce their children to a new art medium in a way to encourage creative development.
c. make letter sewing cards and use with their children to discuss letters.
d. use letter sewing cards to form a string of letters to form child's name.

Motivation:

1. Explanation of activities and materials.
2. Expression of pride in their continued participation and accomplishments.

Procedure:

1. Using construction paper, chalk, crayons, glue, and paper scraps make winter picture encouraging creative usage of materials.
2. Discuss ways to introduce new mediums to children with an emphasis placed on unfettered exploration of materials and their properties.
3. Discuss other uses for chalk encouraging originality of ideas.
4. Make simple sewing cards in the shape of letters from light cardboard to sew or join with large shoestrings.
5. Demonstrate their use.
6. Discuss the relationship between written and spoken language and ways of helping children understand the connection between the two.

Evaluation:

1. Questions and comments from participants.
2. Degree of participation in activities and discussion.

Materials:

Construction paper, chalk, scissors, scrap paper, crayons, glue, light cardboard, pencils, rulers, paper punch, shoe strings, index cards, markers, and magazines or catalogs

Session 7

Outcomes:

Parents will:

a. make and use bean bags to develop gross motor skills of their children.
b. include their children in cookie preparation, use as a springboard for discussing words used in cooking, expand cookbook started in previous lesson.
c. use activities to develop small motor skills necessary for the development of writing skills.
d. make and use sock puppets in story telling and role playing activities.
e. use winter activities in literacy development.
f. use snow as a springboard for early science exploration and vocabulary development.

Motivation:

1. Discussion of the importance of play in early learning.
2. Explanation of activities planned and materials used.

Procedures:

1. Make small bean bags and discuss various ways they may be used to develop gross motor skills and the importance of those skills in early childhood development.
2. Copy the recipe for *Quick Energy Pick-ups* into their cookbooks and make together in class, demonstrating ways to engage children in discussion of cooking words, and measurement words and concepts.
3. Demonstrate various activities used to develop the small motor skills used in writing such as shadowing, and tracing.
4. Make simple sock puppets from old socks scraps of material and markers or fabric paint.
5. Demonstrate and practice using puppets in storytelling and role playing.
6. Demonstrate snow writing and snow painting leaving time for experimentation and discussion.
7. Demonstrate and discuss the various states of water (ie, liquid, solid, gas) and how simple "science" demonstrations such as this can lead to discussion, vocabulary building, and an early exposure to the concepts and vocabulary of science.

Evaluation:

1. Questions and comments of participants.

2. Degree of participation in activities.
3. Observations from home visits of the Family Center staff.

Materials:

chalk, blackboard or easel, socks, needles, thread, fabric paint, markers, beans, small squares of flannel, scissors, scrap material, yarn or ribbon, glue, paper, pencils, large bowl, measuring cup, spoon, ingredients for recipe, paper cup, snow, paint, brushes, waxed paper

Session 8

Outcomes:

Parents will:

a. use found objects to make prints with their children.
b. make and use stringing beads with their children.
c. read four poems to their children.
d. compose questions to be used before, during and after reading a book.
e. verbalize importance of discussion before, during and after reading to development of comprehension.

Motivation:

1. Brief discussion of children's reception to activities learned to date.
2. Explanation of activities planned.
3. Reiteration of the importance of parents involvement in literacy activities with their preschool children.

Procedure:

1. Using tempera paint, potatoes, sponges, string brayers, and other found objects, make prints on large construction paper.
2. Discuss concepts of texture, pattern, and space and how children develop artistically.
3. Paint large rigatoni noodles with tempera paint and string onto shoestrings.
4. Demonstrate various ways these can be used for sorting, counting, role playing , and props in storytelling activities.
5. Discuss poetry as a writing form and it's relationship to songs and music.
6. Pass out copies of poems and read together using clapping to augment the inherent rhythm in the poems.
7. Practice reading poems together in choral pattern.
8. Read short story to parents demonstrating questioning techniques before, during and after reading.
9. Discuss how these techniques build comprehension skills.

Evaluation:

1. Questions and comments of participants
2. Degree of participation in activities and discussions.

Materials:

Tempera paint, potatoes, sponges, string brayers made with paper tubes, other found objects, scissors, paper towels, shallow styrofoam plates, large construction paper, rigatoni, shoe strings, brushes, waxed paper, newspaper, copies of several poems

Session 9

Outcomes:

Parents will:

a. include child in holiday preparations, such as list making, shopping, cooking, decorating.
b. make and use salt ceramic with their child.
c. make paper collage with their child and use as a springboard for discussion.
d. verbally share ideas and suggestions in a group setting.

Motivation:

1. Explanation of activities planned and materials to be used.
2. Discussion of holiday pressures and how they relate to children.

Procedure:

1. Discuss ways to include children in holiday preparations.
2. Pass out salt ceramic and allow to experiment with while discussing it's various properties and ideas of different ways it can be used by children.
3. Lay out materials for collage and discuss ways to encourage development of a theme for the picture. (holiday, story, experience, etc.)
4. Demonstrate ways to encourage discussion and planning of the picture.
5. Make a theme based collage.
6. Initiate a discussion of the class and activities to date encouraging both positive and negative responses and participation by all members.
7. Gradually turn over the direction of the discussion to the class serving only as observer.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in activities and discussion.

Materials:

Large construction paper, markers, scissors, pencils, glue, magazines, salt ceramic, rolling pin, cookie cutters, plastic utensils, newspaper, various other types of paper for collage

Session 10

Outcomes:

Parents will:

a. make a calendar to chart weather for a period on one month with their child and use as a springboard for discussion of the words and concept of time.
b. engage their child in a discussion of weather and weather related words and concepts.
c. make simple, nutritious snacks with their children
d. include their children in planning and preparation of nutritious snacks.
e. encourage healthy eating habits in their children.
f. use cookbooks with their children.
g. explain the importance of good nutrition in child development and learning.

Motivation:

1. Discuss the benefits their children are receiving from their participation in class and the message they are sending regarding the importance of their children and their future success.
2. Explain the activities planned for this class.

Procedure:

1. Make a calendar for a month and symbols to represent sun, rain, snow and wind.
2. Explain how to introduce this activity to their children and it's use.
3. Pass out snack recipes for inclusion in cookbooks made previously.
4. Discuss the correlation between good nutrition, child development and learning.
5. Discuss ways to include children in the planning, shopping for and preparation of snack foods.
6. Make and eat several types of snacks from recipes.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in activities and discussion.

Materials:

Large construction paper, rulers, pencils, tape, markers, scissors, paper, pens, ingredients for snacks, kitchen tools as needed,

Session 11

Outcomes:

Parents will:

a. set realistic goals with their children and use positive reinforcement to encourage movement towards achievement.
b. prioritize tasks and list steps necessary for goal achievement.
c. discuss the value of list making and goal setting both for themselves and their children.
c. delegate responsibility to children for simple tasks around the home
d. use positive reinforcement to modify behavior.
e. make a chart of jobs for child with area for recording completion.
f. make paper keys to be used as rewards for tasks accomplished or goals achieved.
g. make a game to teach the concepts of more, less, and the same and use with their children.

Procedure:

1. Review previous discussions concerning goals, and positive reinforcement techniques.
2. Make several keys each to be used as rewards with their children.
3. Discuss the value of lists and prioritization of tasks as related to goal achievement.
4. Demonstrate by making up a sample goal, and then prioritize and list tasks necessary for it's achievement.
5. Discuss the development of responsibility in children and it's importance in future educational success.
6. Discuss realistic vs unrealistic expectations for our children and how they affect self esteem.
7. Make a chart of simple jobs they will make their children responsible for around the house including room for recording completion.
8. Discuss ways to use positive reinforcement to encourage independent completion of tasks assigned.
9. Make two sets of six cards each. One set showing 1 to 6 eggs and the other showing 1 to 6 chickens.
10. Demonstrate ways to use these cards to teach the concepts of more, less, and the same.

Evaluation:

1. Questions and comments of participants.

2. Degree of participation in activities and discussions.
3. Observations of the Family Center staff during home visits.

Materials

Large construction paper, rulers, markers, pencils, scissors, index cards, blackboard, chalk, pattern of a key

Session 12

Outcomes:

Parents will:

a. engage children in holiday preparations.
b. make a *Days till Christmas* tree (or Easter, etc.) with their children and use as a springboard for discussions about holiday planning, list making, and time.
c. engage their children in a letter writing activity.
d. discuss the idea of writing as a means of talking to someone who is too far away to hear you.
e. engage children in decorating activities.
f. make and use stick puppets to stimulate discussion about and serve as props for reenacting stories.

Motivation:

1. Discussion of holidays and engaging children in activities centered thereon.
2. Explanation of activities planned.

Procedure:

1. Discuss various ways to include children in holiday preparations and deal with the excitement they cause.
2. Make decorations for a *Days till Christmas* tree, one for each day in December.(If using other holiday make similar markers..ie. eggs for Easter.)
3. Discuss ways to encourage and facilitate letter writing in young children by combining words written with parental help and pictures cut and pasted by children, or by allowing children to dictate directly to parents.
4. Discuss ways to help children set realistic expectations concerning the holidays and gifts.
5. Ask each parent to help their child to write a letter to Santa to be brought to class and "answered by Santa" with the help of the parents. (Can also be used with the Easter bunny or simply a favorite relative.)
6. Make bell ornaments from egg cartons and foil. (Other holiday decorations can be substituted here.)
7. Discuss other decorations that can be made by children from common objects found around the home.
8. Make stick puppets from cardboard and straws.
9. Demonstrate ways to use these as springboards to discussion about or props for stories and books.

Evaluation:

1. Degree of participation in activities and discussions.
2. Questions and comments of participants.

Materials:

Construction paper, scissors, markers, paper, pencils, egg cartons, tin foil, ornament hooks or yarn, cardboard, straws, tape

Session 13

Outcome:

Parents will:

a. make and play memory game with their children.
b. include children in holiday baking activities.
c. continue to add recipes to their cookbooks.
d. make simple holiday wreath with their children out of pasta.
e. make a rhyming flap book with their children and read it with them.

Motivation:

1. Discuss holiday preparations and the impact list making and goal setting has had, if any, on their preparations.
2. Explanation of activities planned and materials to be used.

Procedure:

1. Using index cards cut in half, make two sets of 12 cards with each set depicting the same 12 objects.
2. Demonstrate how to use these cards to play *memory*.
3. Pass out or have copy several simple cookie recipes to be included in their cookbooks and discuss various ways small children could safely assist in their preparation, ie. shopping for ingredients, mixing, decorating, etc.
4. Make small wreaths using cardboard and small pasta shells dyed with green food coloring. (Again any holiday decoration or design using pasta may be substituted).
5. Decorate the wreaths with ribbons, small pine cones or other found objects.
6. Explore other possible uses for various pastas as an art medium.
7. Pass out dittos for flap books and demonstrate their construction.
8. Make the books and read together.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in activities and discussions.

Materials:

index cards, scissors, pencils, markers, recipes, cardboard, dyed pasta, glue, ribbon, pine cones, various other found objects, flap book dittos, construction paper, staples

Session 14

Outcomes:

Parents will:

a. read *The Gingerbread Boy* to their children.
b. use cookies or paper cutouts to "act out" the story with their children.
c. use the recipe to make gingerbread cookies with their children.
d. make gingerbread boy garlands with their children for use as decoration in the home.
e. read letter to Santa written with their children.
f. write reply from Santa to children and read it to their children when it comes in the mail.
g. use Santa's reply for positive reinforcement technique.
h. engage children in simple stringing activities and making garlands.
i. engage their children in a discussion of Christmas before lights etc.

Motivation:

1. Discuss their children's reception to activities to date.
2. Explanation of activities planned.

Procedure:

1. Pass out dittos of the story and recipe and read together acting it out as you read with cookies.
2. Go over the recipe and discuss ways children could help in their preparation.
3. Make garlands of gingerbread men in the same way you make paper dolls.
4. Read the letters to Santa written with their children.
5. Discuss and list positive comments which could be included in the replies and how these could be used as motivation for positive behavior.
6. Have parents write a reply and collect for copying onto "Santa" paper and mailing to their children.
7. String popcorn and discuss other simple items that could be added or substituted.
8. Make simple chain garlands from paper and tin foil.
9. Discuss the ways holiday celebrations today differ from those in the past, asking parents to share favorite holiday memories from their childhood.
10. Explain the importance of sharing these memories with their children, while at the same time developing new memories of their own.
11. Encourage inclusion of new memories of their children and holidays in their journals.

Evaluation:

1. Questions and comments from participants.
2. Degree of participation in activities and discussion.
3. Observations of the Family Center staff during home visits.

Materials:

Dittos of story and recipe, cookies, markers, paper bags, scissors, gingerbread boy pattern, paper, pencils, needles, thread, popcorn, tin foil, ribbon, construction paper, stapler, glue

Session 15

Outcomes:

Parents will:

a. write simple thank you notes with their children.
b. will make simple props for story telling or play production.
c. help plan and stage a small show for their families.
d. relate to each other the programs and services offered at the local library.

Motivation:

1. Explanation of the activities planned and the proposed show for their families.

Procedure:

1. Discuss the importance of thanking people for acts of kindness and ways to develop a sense of appreciation in their children.
2. Make a card and write a thank you note to someone who has done something nice.
3. Encourage them to do the same with their children at home.
4. Discuss other card making and note writing opportunities and how this activity can encourage the development of their children's emergent literacy skills.
5. Explain the program and determine parts to be read by each participant.
6. Pass out dittos of poem to be read and practice reading assigned parts.
7. Begin making train prop to be used in the show.
8. Pass out and read information concerning the programs, services, and policies of the local library.
9. Address any questions concerning the library and encourage use of its services.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in activities and discussions.
3. Participation in the show.

Material

Printer or copier paper, markers, pens, crayons, large construction paper, paint, brushes, copies of poem, pencils, brochures from the library

Session 16

Outcomes:

Parents will:

a. list several reasons why they should become actively involved in their child's school and education.
b. verbalize the appropriate method of addressing concerns with the various personnel in their child's school.
c. explain their role as their child's first teacher and the rewards and responsibilities that role encompasses.
d. answer a short questionnaire about the program.
e. put on a short skit for their families.
f. list several other programs available dealing with educational opportunities available in the local community.
g. access other sources of materials and activities dealing with emergent literacy, adult literacy, and child development.
f. explain to each other the connection between parental behaviors and child behaviors and how they relate to educational development and literacy skills.
g. explain to each other the follow-up procedures for this class.

Motivation:

1. Discussion of "where do we go from here?".

Procedure:

1. Explain and discuss their role as their child's first teacher and the responsibilities it entails.
2. Discuss the ongoing role they will play in their child's education and how it will change, but not decrease, during their school years.
3. Explain the importance of parental involvement to school success.
4. Introduce speaker from local school.
5. Pass out questionnaires and ask to fill them out, stressing total honesty.
6. Practice program.
7. Pass out and read brochures from other programs offered in the community and discuss what they offer and how to access their services.
8. Discuss the impact a parent's reading and educational growth has on a child's motivation to read and learn.
9. Explain the follow-up procedures to be used.

Evaluation:

1. Responses to questionnaire.
2. Questions and comments of participants.
3. Degree of participation in activities and discussions.

Materials:

Brochures, questionnaires, pencils, props, poems, speaker from the school

Supplemental Plans for Parents with Higher Level Skills

Outcomes:

Parents will:

a. write a short descriptive paragraph about their child.

Motivation:

1. Discuss briefly those characteristics which make their children special.

Procedure:

1. Ask each parent to write a short descriptive paragraph about their child.
2. Suggest they include their likes, dislikes, and those traits that make their child special.
3. Emphasize that this is not a "graded assignment" and that spelling and punctuation will not be considered, only how well the reader is able to "know" their child from their description.

Evaluation:

1. Questions and comments of participants.
2. The finished product.

Materials:

Paper, pencils or pens

Outcomes:

Parents will:

a. read and discuss an informational article with the group.

Motivation:

1. Explanation of activity and materials.

Procedure:

1. Pass out copies of articles of general interest to the group and have them read them silently.
2. Discuss the material covered in the articles.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in discussion.

Materials:

Copies of articles

Outcomes:

Parents will:

a. list three opportunities for continuing education.
b. explain to each other several options available for financing continuing education.
c. list the steps necessary for application for continuing education.
d. discuss with each other several career options and the steps to take to further investigate them.

Motivation:

1. Explain the activity planned.

Procedures:

1. Discuss any plans parents have for continuing their education and the options available to do so.
2. Discuss application procedures for technical/trade schools, colleges, and GED programs.
3. Discuss the various financial aid programs available and where to look for further

information.

4. Discuss ways to research careers and where to look for information on various careers and the qualifications necessary to pursue them.

Evaluation:

1. Questions and comments from participants.
2. Participation in discussion.

Materials:

Sample application from various educational institutions, financial aid information from state and federal sources

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Outcomes:

Parents will:

a. list several ways to encourage a love of reading in children.
b. explain to each other how parental attitudes affect literacy development in children.
c. discuss with each other the intergenerational aspect of literacy.

Motivation:

1. Explanation of activity.

Procedures:

1. Pass out copies of *Helping Your Child Learn to Read, The Basics*, read and discuss.
2. Discuss the role parents play in literacy development and attitudes.
3. Discuss the intergenerational aspects of literacy.

Evaluation:

1. Questions and comments of participants.
2. Degree of participation in discussion.

Outcomes:

Parents will:

a. list several skills necessary for kindergarten success and activities to develop those skills.
b. explain the role of parents in education and list three ways they can work with the school to help their children succeed.

Motivation:

1. Kindergarten teacher or counselor from the local district.

Procedures:

1. Introduce speaker.
2. Allow time for open discussion between parents and school representative.
3. Pass out the pamphlet *Preparing Your Child for School*, and briefly review it's contents, allowing each parent to keep a copy for future reference.

Evaluation:

1. Questions and comments of participants and speaker.
2. Degree of participation in discussion.

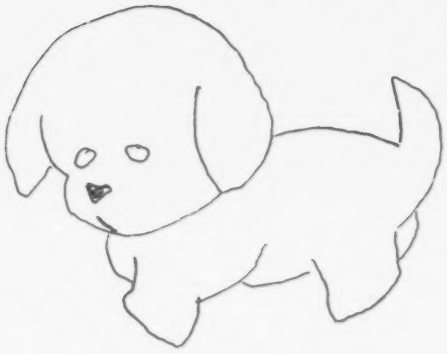
Materials:

Speaker, pamphlet

Description of Activities

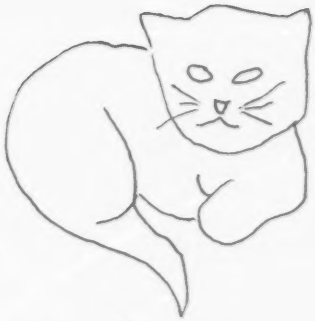
Sheep

Rooster



Dog

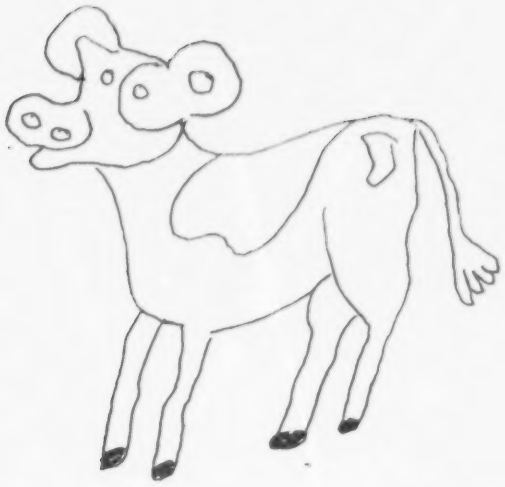
Duck



Cat

Old Macdonald Flashcards
Session 1-2

Pig



Cow

SHOPPING LIST

apple

jello

Combine pictures from ads with words to make a shopping list for your child.

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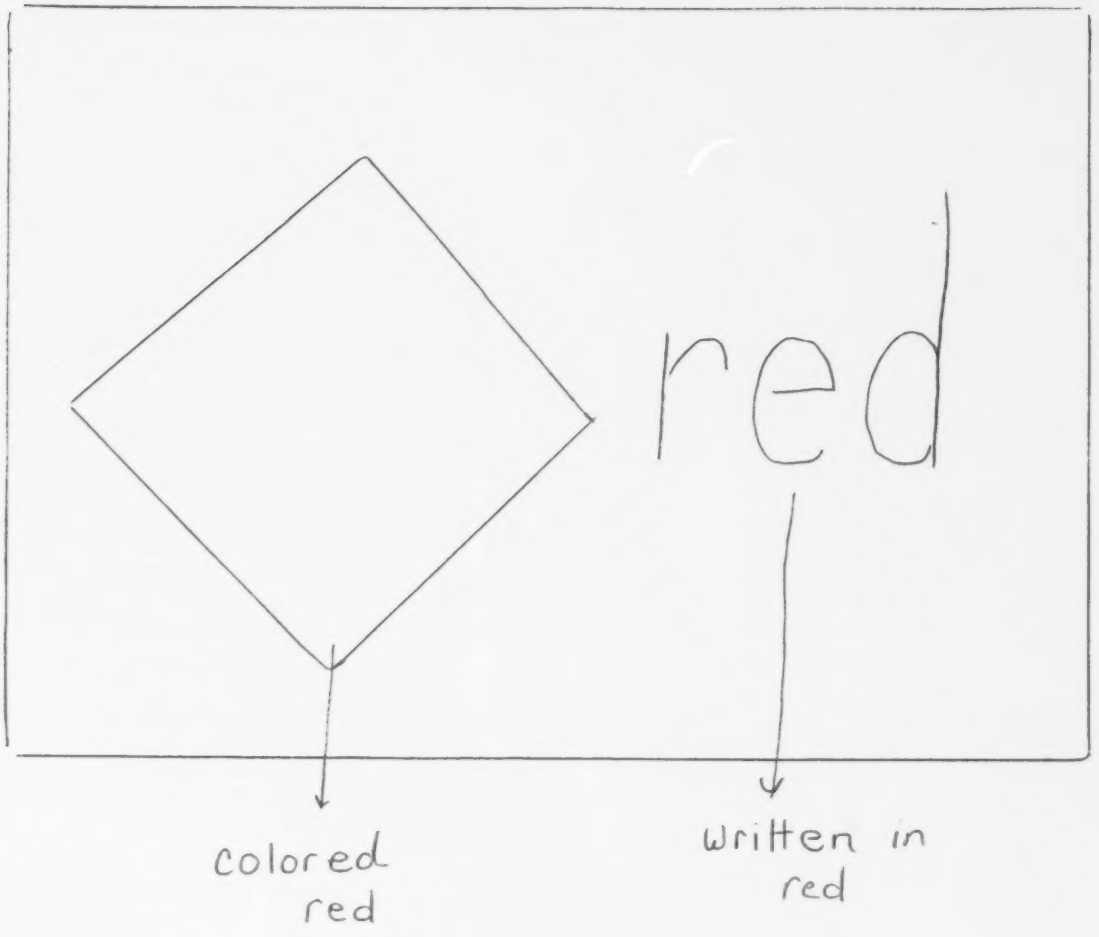
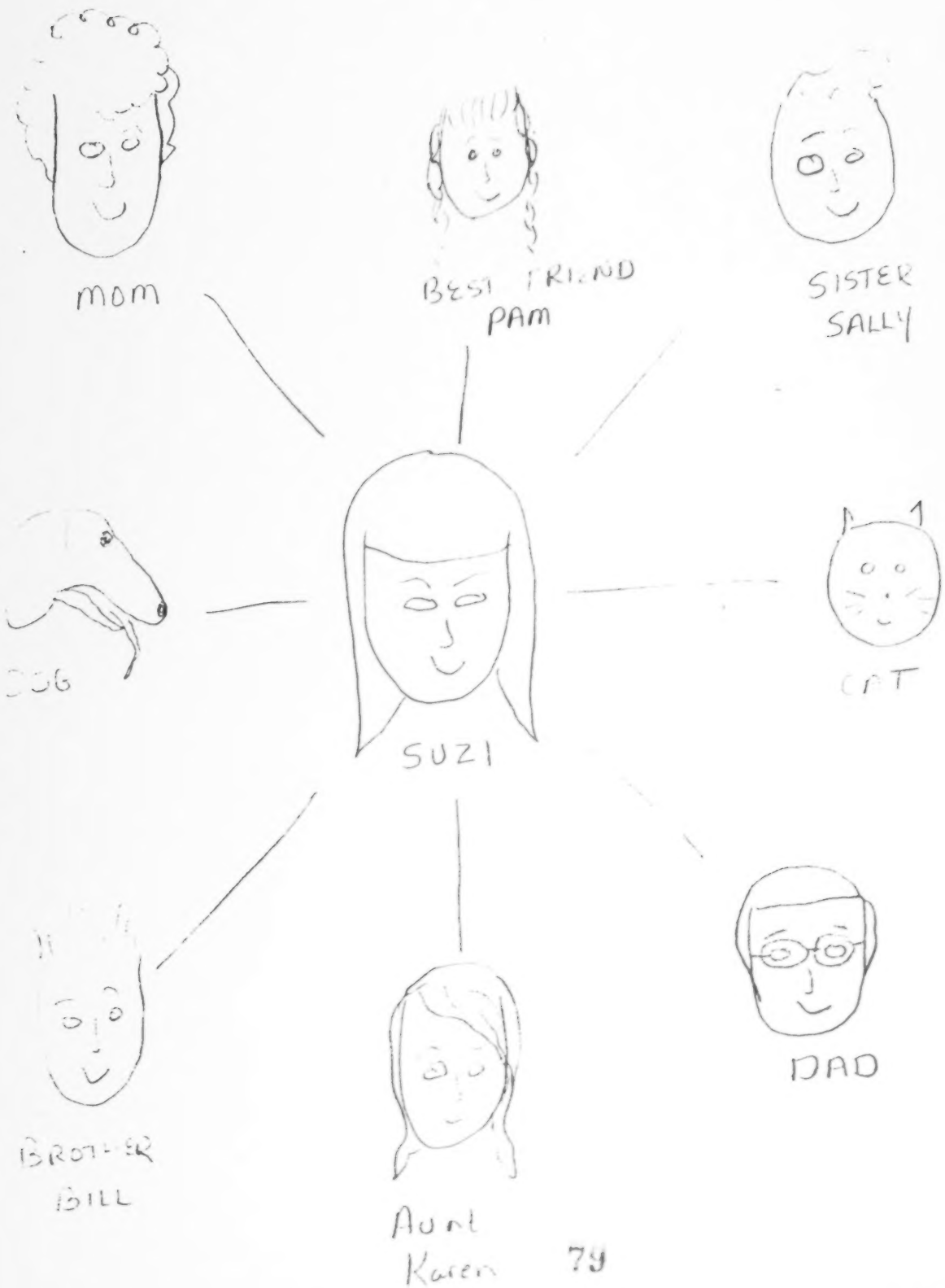
Color Cards



My Family VIPs



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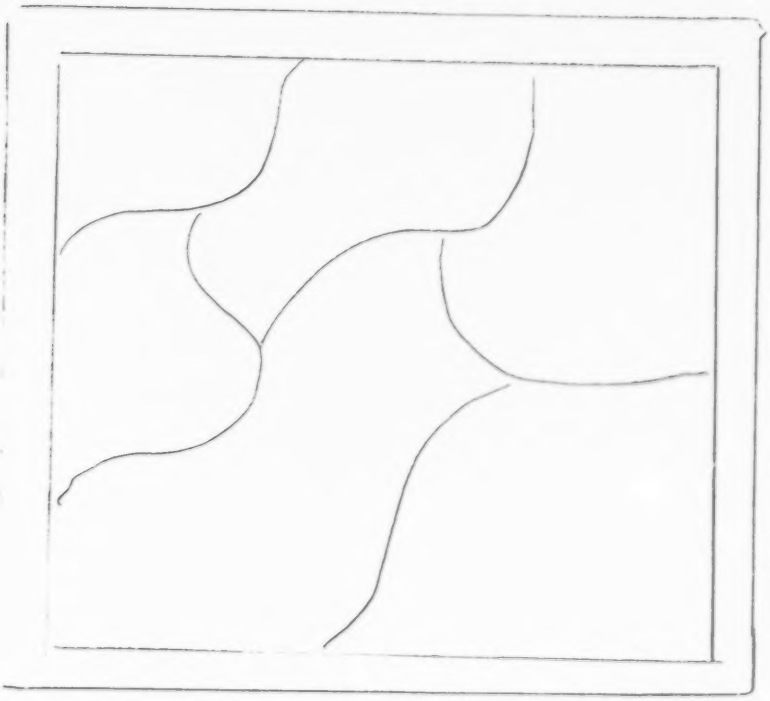
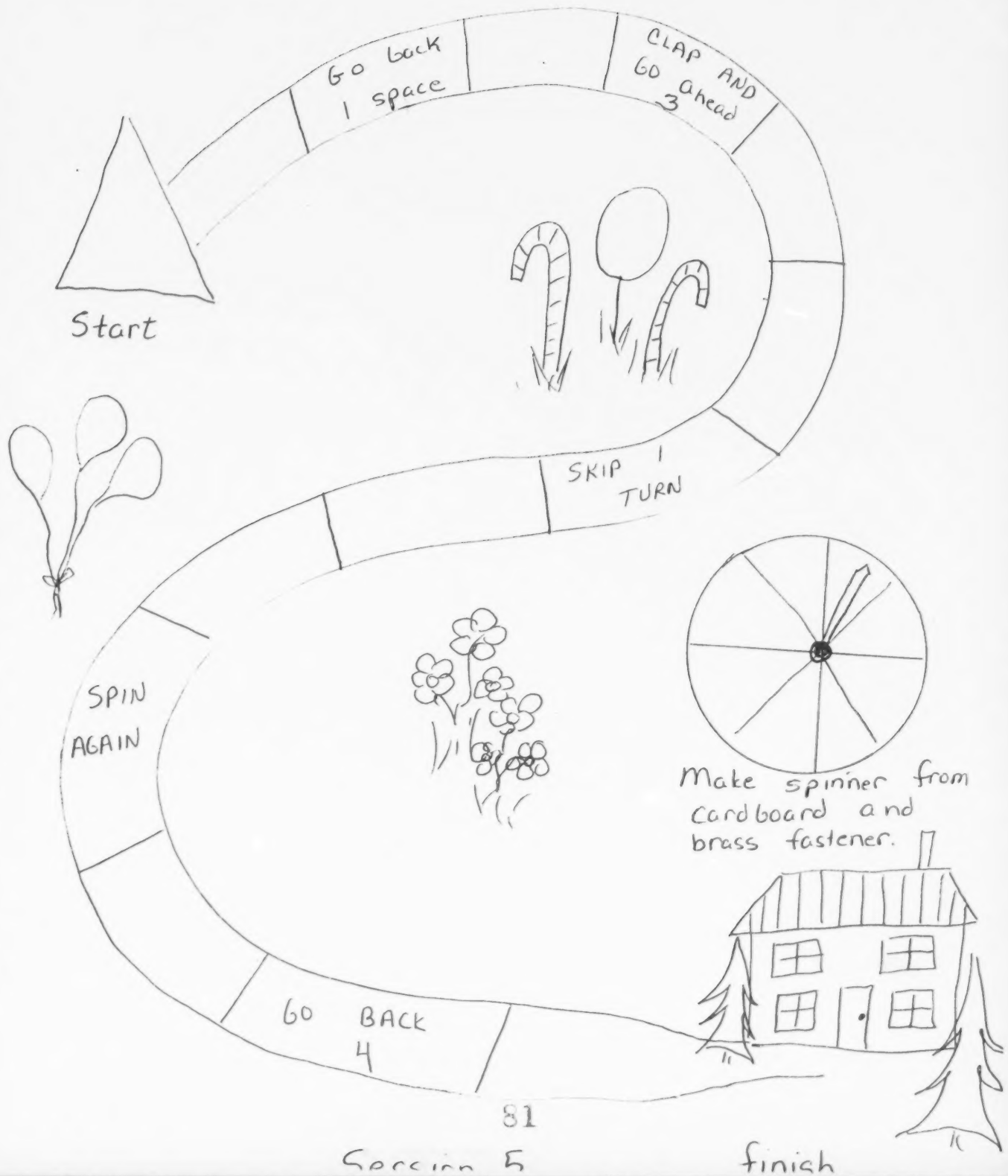
Puzzles

Cut 2 pieces of cardboard the same size. Cut shapes from one. Glue two pieces of cardboard together... fit shapes in holes.

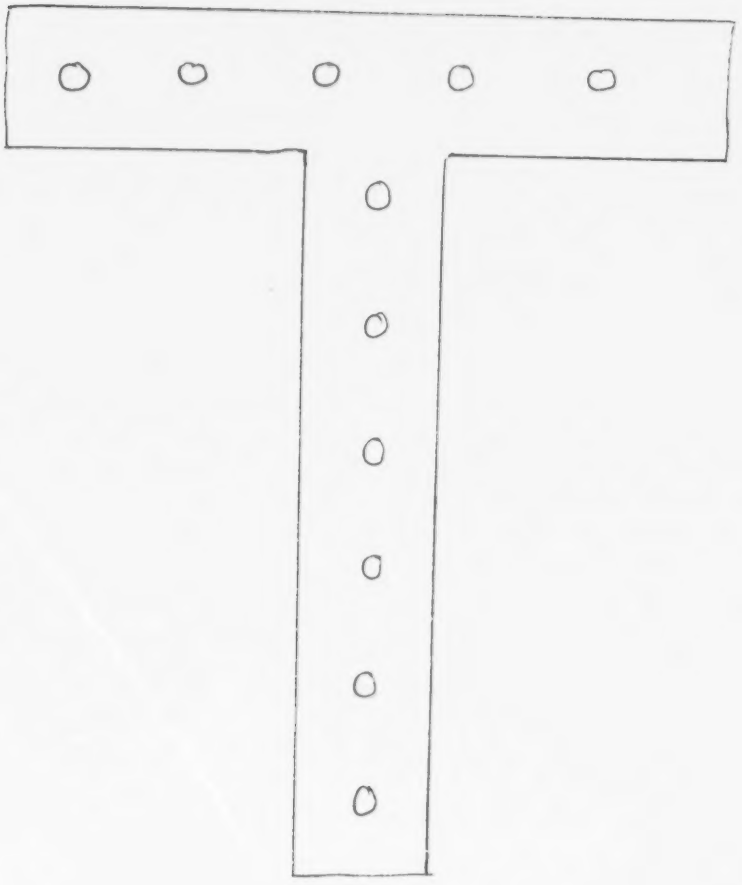


Cut 2 pieces of cardboard the same size. Glue picture on one. Cut out center leaving a 1 inch boarder. Glue border to second piece to form tray. Cut the center into pieces and reassemble in the tray. Tape edges for added strength.

Board Game


Go back 1 space
CLAP AND GO ahead 3
Start
SKIP 1 TURN
SPIN AGAIN
GO BACK 4
Make spinner from cardboard and brass fastener.
finish

Letter Sewing Cards



Using cardboard and a paper punch make sewing cards shaped like letters. "Sew" them with shoestrings or string together to form words.

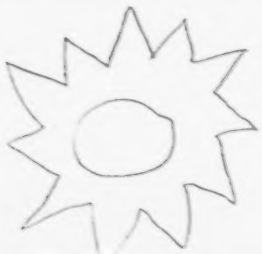
Stringing Beads

Paint rigatoni with tempera paint or dye with food coloring.

Using shoe strings, string them for pattern, counting, or color games.

Weather Calendar

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



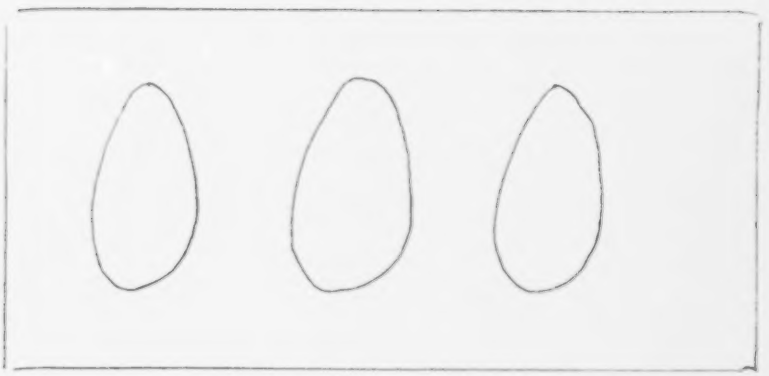
Sunny

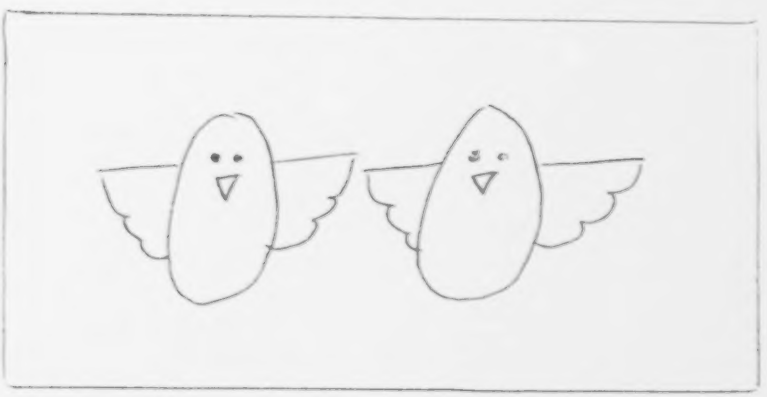
rainy

snowy

cloudy

More - less - same game



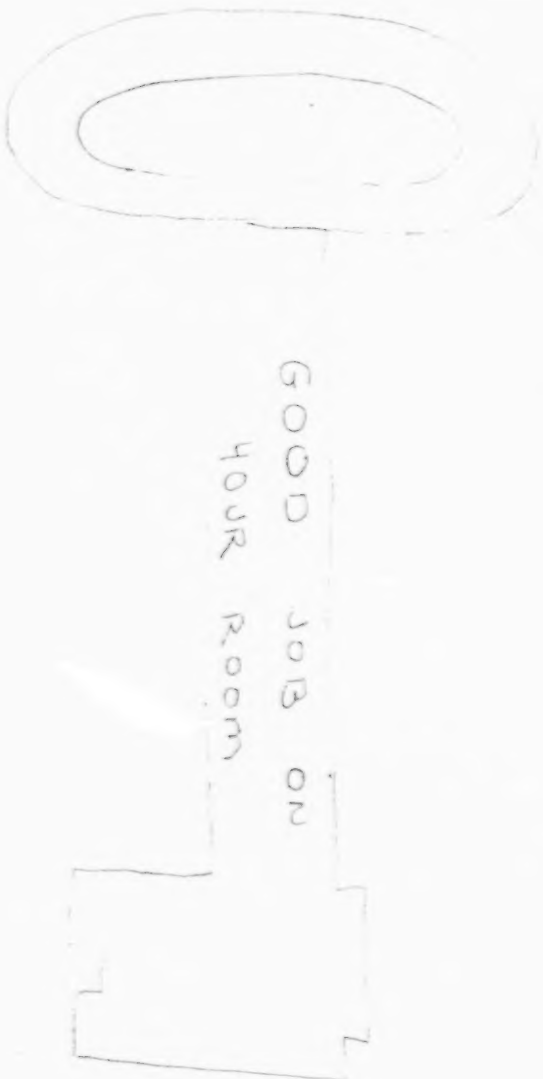


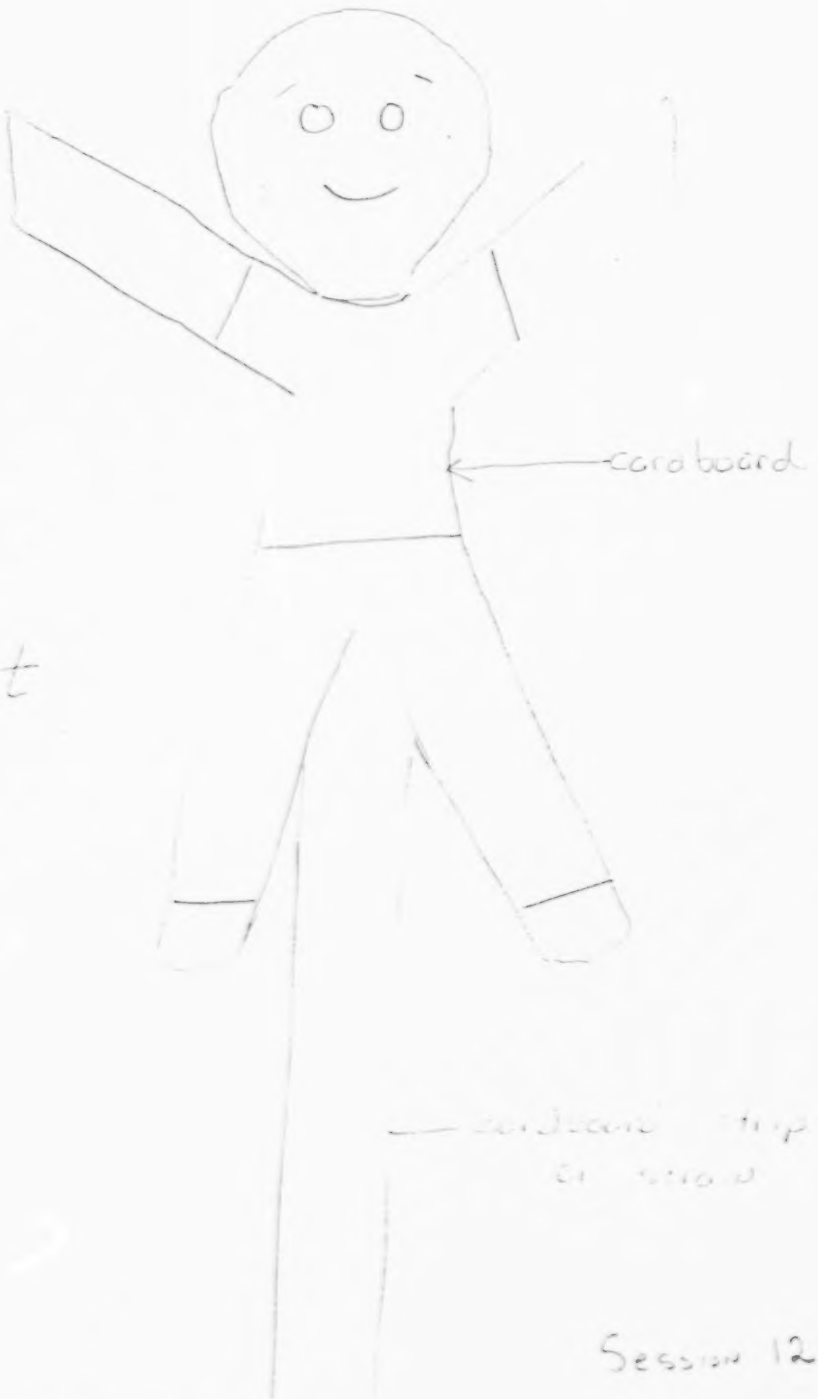
Take turns matching eggs to chicks showing more - less - or the same.

Chore Chart

Pick Up Toys	✓	✓	✓	✓	☆
SET TABLE	✓		✓	✓	

KEYS USED FOR REWARDS





Session 12

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Puppet

Session 12

DAYS TILL CHRISTMAS

ORNAMENTS &

Christmas Decorations

macaroni art -
can be used for any holiday

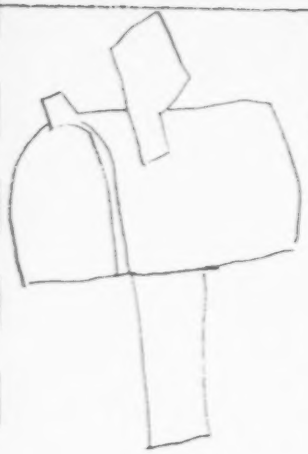
Cut shape from cardboard - ie wreath
glue macaroni shapes
paint with tempera
Decorate with ribbon
pine cones - etc. Can
also make flowers etc.
using straw for stem

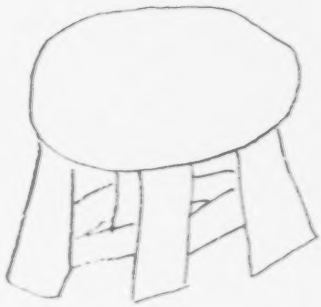
Christmas ornaments -

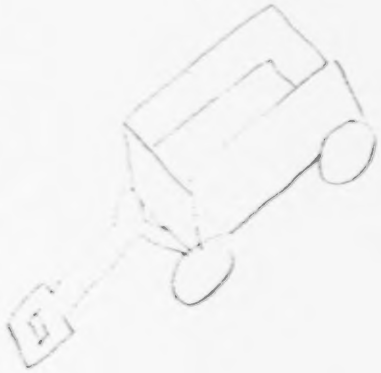
Cover cardboard circle
with foil - wrapping
paper or cloth. Glue
child's picture in center
Punch hole in top &
hang

Session 12 -13

MEMORY GAME

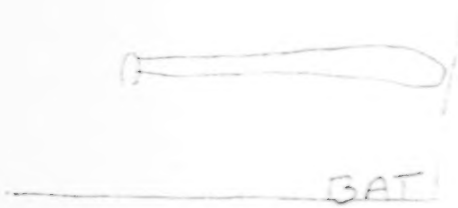






Make cards — two for each design.

Rhyming Flip book



glue or draw picture on top half - then glue rhyming picture on bottom (different page). Match top to bottom by flipping pages

Session 13

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"The Gingerbread Boy"
from
***St. Nicholas Magazine,* May 1875**

There was once a little old man and a little old woman, who lived in a little old house in the edge of a wood. They would have been a very happy old couple but for one thing - they had no little child, and they wished for one very much. One day, when the little old woman was baking gingerbread, she cut a cake in the shape of a little boy, and put it into the oven.

. Presently, she went to the oven to see if it was baked. As soon as the oven door was opened, the little gingerbread boy jumped out, and began to run away as fast as he could go.

The little old woman called her husband, and they both ran after him. But they could not catch him. And soon the gingerbread boy came to a barn full of threshers. He called out to then as he went by, saying:

"I've run away from a little old woman,
A little old man,
And I can run away from you, I can!"

Then the barn full of threshers set out to run after him. But, though they ran fast, they could not catch him. And he ran on till he came to a field full of mowers. He called out to them:

"I've run away from a little old woman,
A little old man,
A barn full of threshers,
And I can run away from you, I can!"

Then the mowers began to run after him, but they couldn't catch him. And he ran on till he came to a cow. He called out to her:

"I've run away from a little old woman,
A little old man,
A barn full of threshers,
A field full of mowers,
And I can run away from you, I can!"

But, though the cow started at once, she couldn't catch him. And soon he came to a pig. He called out to the pig:

"I've run away from a little old woman,
A little old man,
A barn full of threshers,
A field full of mowers,
A cow,
And I can run away from you, I can!"

But the pig ran, and couldn't catch him. And he ran till he came across a fox, and to him he called out:

"I've run away from a little old woman,
A little old man,
A barn full of threshers,
A field full of mowers,

A cow and a pig,
And I can run away from you, I can!"

Then the fox set out to run. Now foxes can run very fast, and so the fox soon caught the gingerbread boy and began to eat him up.

Presently the gingerbread boy said: "Oh, dear! I'm quarter gone!" And then: "Oh, dear! I'm half gone!" And soon: "I'm three-quarters gone!" And at last: "I'm all gone!" and never spoke again.

Peanut Butter Gingerbread Men

5 cups flour
1 1/2 teaspoons cinnamon
1 teaspoon baking soda
1/2 teaspoon ginger
1/4 teaspoon salt
3/4 cup margarine softened
3/4 cup peanut butter
1 cup packed brown sugar
1 cup dark corn syrup
2 eggs
frosting for decorating

In large bowl combine dry ingredients. In another large bowl mix peanut butter and margarine, ass brown sugar, corn syrup and eggs beat until smooth. Gradually add dry ingredients. Divide dough into thirds and refrigerate until firm - at least 1 hour.

Preheat oven to 300. Roll out dough to 1/8 inch thickness. Cut out with gingerbread boy cutters and place on ungreased cookie sheets, two inches apart.

Bake 10 - 12 minutes till lightly browned. Cool completely - Decorate.

RECIPES FOR kEYS FOR KIDS

Salt Ceramic

1 cup salt
1/2 cup cornstarch
3/4 cups water

Combine all ingredients in the top of a double boiler. Cook for 3 to 4 minutes until it reaches the consistency of dough, stirring constantly. Place on foil or waxed paper and cool to touch. Knead 1 to 2 minutes. Wrap in plastic wrap to store. May be colored with food coloring.

Edible Playdoh

1 cup peanut butter
1 cup Karo syrup
1 1/4 cups confectioners sugar
1 1/4 cup dry milk

Mix all ingredients together. May use chocolate chips as decorations.

Walking Salads

1. Core an apple or scoop out a tomato and fill with cottage cheese.

2. Fill some celery sticks with cheese spread or cream cheese.

3. Make mini-kabobs by sticking chunks of meat, cheese, fruit or vegetables on long cocktail toothpicks.

4. Wrap a 4" slice of bologna around a pickle or strip of cheese and then wrap a lettuce or cabbage leaf around the outside and fasten with a toothpick.

Bugs on a Log

Fill some celery stalks with peanut butter and top with a few raisins.

Frosted Pretzels

1 can frosting
pretzels

Melt the frosting oin the microwave or in the top of a double boiler until runny. Dip the pretzels and lay on waxed paper to dry...about 8 hours.

Easy Chili Dip

1/2 cup chili sauce
1/2 cup mayonaise
1 tbsp. horseradish
1/4 cup cottage cheese

Combine all ingredients and refrigerate until ready to serve.

Muffin Pizzas

English muffins
pizza sauce
mozarella cheese
pepperoni

Put a spoonful of sauce on muffin and sprinkle with cheese. Top with pepperoni slices and microwave until cheese melts.

Quick Energy Pickups

1 cup powdered sugar
1/2 cup dry milk
3 tbsp water
1 cup chocolate chips
3-4 squares graham crackers
1 cup crunchy peanut butter

Crush graham crackers onto waxed paper. Combine remaining ingredients in a large bowl. Shape into 1" balls and roll in crumbs to coat. Chill until firm - about 20 min.

THE SECRET unknown

We have a secret, just we three,
The robin, and I, and the sweet cherry-tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because he built the - I shan't tell the rest;
And laid the four little - something in it -
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

SNOW Dorothy Aldis

The fenceposts wear marshmallow hats
On a snowy day;
Bushes in their nightgowns
Are kneeling down to pray -
And all the trees have silver skirts
And want to dance away.

unknown

White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

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Example of poems read in class and sent home to be read to children. 97

INDIAN CHILDREN Annette Wynne

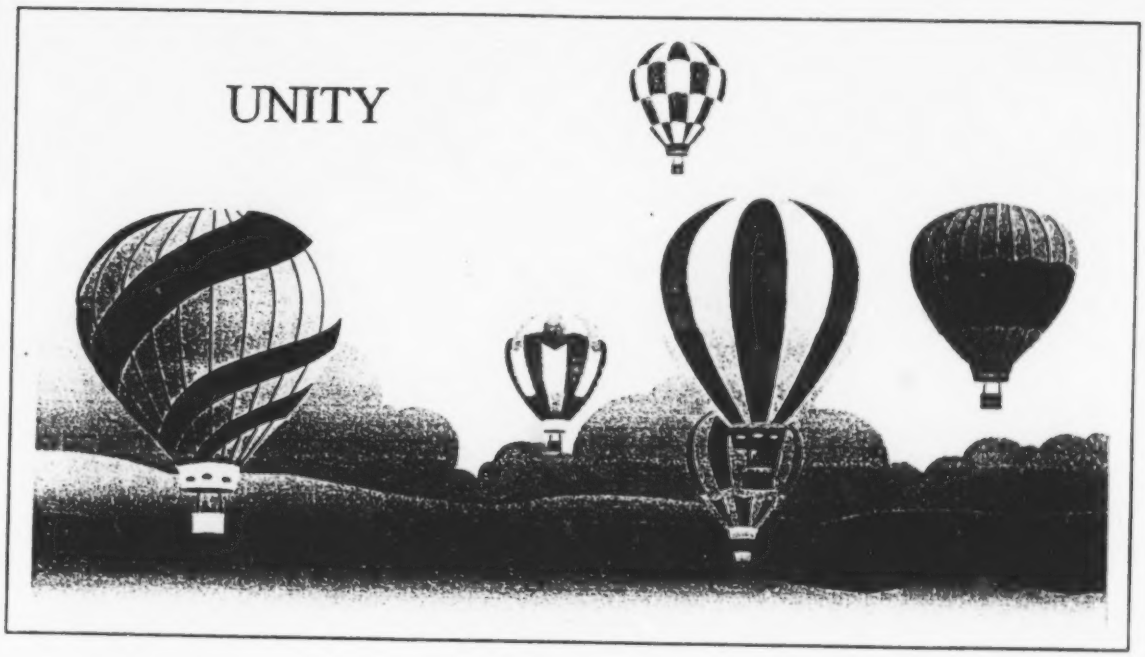
Where we walk to school each day
Indian children used to play___
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple---
Only woods and Indian people.

Only wigwams on the ground,
And at night bears prowling round--
What a different place today
Where we live and work and play!

THE MITTEN SONG Marie Louise Allen

"Thumbs in the thumb-place,
Fingers all together!"
This is the song
We sing in mitten-weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.
This is the song
We sing in mitten-weather:
"Thumbs in the thumb-place,
Fingers all together!"



I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind.
One was a teacher - the tools he used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle loving heart.
Day after day, the teacher toiled with touch
That was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If each had worked alone.
For behind the teacher stood the school
And behind the parent, the home.

Author Unknown

The Easter Bunny

Once upon a time five little girls were walking down the street when they saw the Easter bunny walking towards them with two little boys.

"Yikes!", said Sally. "Hi!", said Lisa. Jerry and Steve were talking to the Easter bunny and carrying something in big brown bags. "Did the Easter bunny give you anything?", asked Susan. "Yeah. but I'm not going to tell you what.", said Steve.

Example of book written by class. We then covered them and sent them home to be illustrated.

The Easter bunny just stood there smiling happily at the children not saying a word.

"Can I have some candy, Mr. Easter Bunny?", asked Mary with a smile.

First the Easter Bunny twitched one ear, then the other. The girls decided that meant yes and started grinning happily. Then the Easter Bunny twitched his nose and before each child there appeared a big Easter basket full of chocolate chicks and bunnies, caramels, jelly beans, and marshmallow rabbits. Everyone was very happy but before they could say Thank you the Easter Bunny had disappeared.

The children all ran home to tell their parents what had happened but no one would believe them until early on Easter morning all the parents found pictures on their tables of the Easter Bunny with their children sitting right under a big bouquet of daisies for their mothers.

The Bone

by
Tracy Bailey
Michele Dangrow
Pamela Gaines
Katherine Miller

Last night Pete was shoveling snow from his driveway when he dug up a dinosaur bone. "Wow!" said Pete. "This is really neat! Must be from a brontosaurus. I wonder if there's any more bones in here."

Just then Josh and Jeff came down the street. "Hey guys. Look at this,"Pete yelled.

"What's that?" asked Josh. "Where did you find it?"

"It's a brontosaurus bone and I found it in the driveway," said Pete.

"Right," said Jeff. "Hey, let's see if there are any more."

All three boys started digging very quickly, but carefully so that any bones found wouldn't be broken. But they found no more bones in the

Example of book written by class. We then made cardboard book covers and they had their children illustrate them.

driveway.

"Let's look in the backyard," said Jeff. They all ran out back and started digging again.

While they were digging in the back, a huge dog wandered down the street and spied the bone. His eyes almost popped out of his head when he saw it. He quickly grabbed the bone and started running down thee street just as the boys came back.

"Get back here with our bone!" they yelled and ran after the dog.

Kids from all over the neighborhood joined in the chase. Down the street, through the park, and over the bridge they ran, all the way to town where the dog finally stopped in front of the Carnegie Museum.

A man came out of the museum to see what all the noise was about. "Look. We found a dinosaur bone and this dog stole it," Pete told him. The man looked at the bone and said, "Sorry boys, but that bone isn't

real. It was part of an exhibit in the park and disappeared last week. I'll bet that dog took it. I am really happy to have it back. As a reward I am going to give every child in town a free pass to the museum and a pass to Water World good for the entire summer."

Pete, Josh and Jeff were heros. Everyone was so glad that they found the bone.

Pete, Jeff and Josh took the big dog home. His owners were so happy to

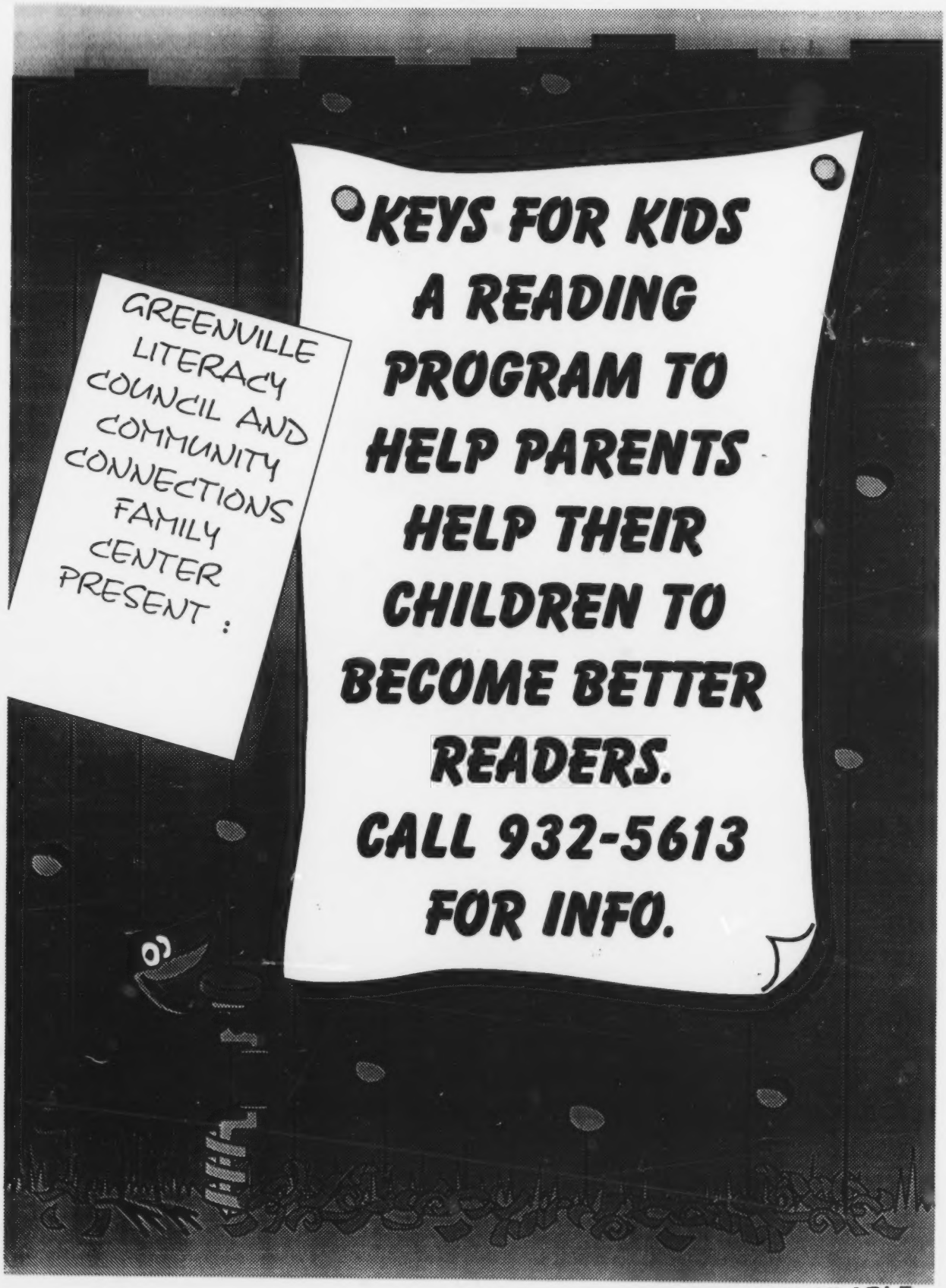
have him back safely that they treated the boys to dinner at Pizza Hut.

Now there's never any snow on driveways in that town. The kids all see to that, just in case....

And everyone lived happily ever after.

Appendix B

Recruitment for Keys for Kids


GREENVILLE LITERACY COUNCIL AND COMMUNITY CONNECTIONS FAMILY CENTER PRESENT :
KEYS FOR KIDS A READING PROGRAM TO HELP PARENTS HELP THEIR CHILDREN TO BECOME BETTER READERS. CALL 932-5613 FOR INFO.

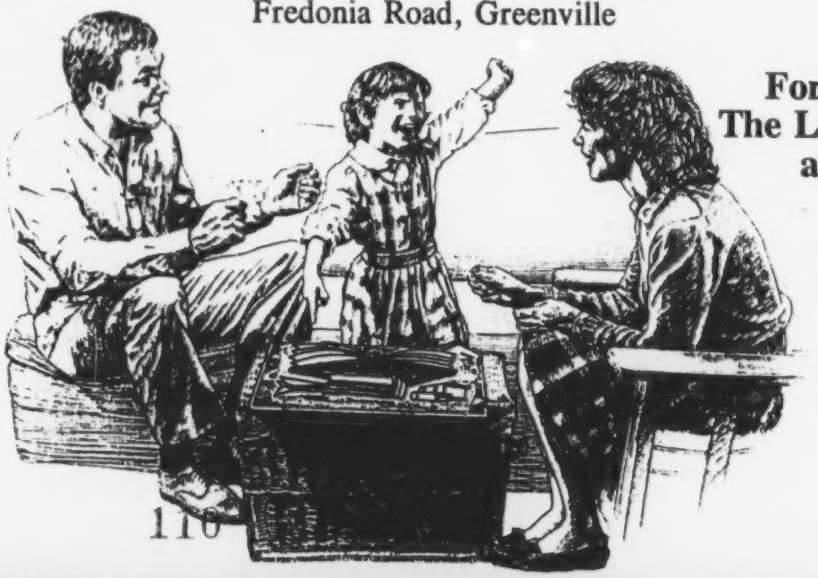
BEST COPY AVAILABLE

KEYS FOR KIDS

Learn to unlock the doors of opportunity for your child.

An eight-week training course for parents to learn how to help their pre-school and primary children become effective readers.

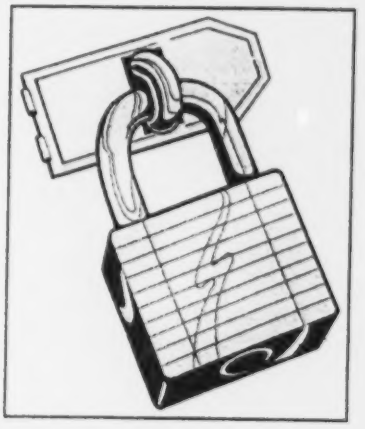
Monday, October 23, 1995
9 a.m. to 11 a.m.
Hempfield Elementary School
Fredonia Road, Greenville



For details, call The Literacy Council at 588-6141

READING IS A *FAMILY* MATTER!

Keys For Kids Opens Doors



Help your kids do better in school!

Learn to make:

puzzles
games
puppets
things that will help them **READ**

Learn to make:

play doh
finger paints
counting games
things that will help them **LEARN**

Classes are free and meet twice a week for eight weeks. Sponsored by the Greenville Literacy Council and the Community Connections Family Centers. For more information call the Literacy Center or your local family center today.

Keys for Kids

and

The Family Center

invite you

to

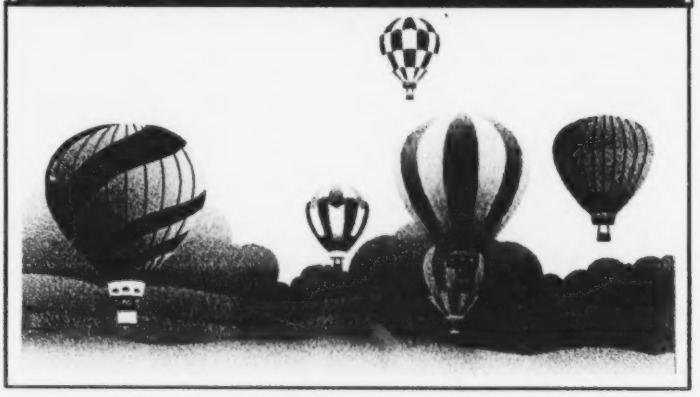
Help!! My child's going to kindergarten."

Wednesday, March 6th from 5:00 to 7:00 the Keys for Kids class will be hosting several people from the school to answer any questions parents might have regarding the kindergarten registration process. Find out what is expected of you, your child, and what you can expect of the school.

"What shots does my child need? What testing is done? What does my child need to know before he goes? Who do I talk to if I have a problem? What about the new elementary center? Will my baby be with 6th graders?"

Drop your kids off at play group and stop in at the Reynolds Intermediate library for a cup of coffee and get all of your questions answered. If you need more information call the Family Center at 646-4781. See you there.

INVITATION



Parents and kids from 2 to 7

The Greenville Literacy Center

invites you to

Family Nights

each Thursday in June

join us for 2 hours of fun and learning

from 6:00 to 8:00 at the Greenville Literacy Center

call 588-6141 and sign up now!

WINNER vs. LOSER

The winner is always part of the answer.
The loser is always part of the problem.

The winner always has a program.
The loser always has an excuse.

The winner says, "Let me do it for you."
The loser says, "That's not my job."

The winner sees an answer to every problem.
The loser sees a problem for every answer.

The winner sees a green near every sandtrap.
The loser sees two or three sandtraps near every green.

The winner says, "It may be difficult, but it's possible."
The loser says, "It may be possible, but it's too difficult."

Source: ***Passages****, May 1995, page 7*

KEYS FOR KIDS

Wanda Lester

Family Literacy Instructor

Keys for Kids is an eight-week program designed to teach parents of pre-school children the skills they need to help their children learn, while, at the same time, improving their own literacy skills.

Parents are taught to make and use puppets, games, puzzles, art activities and other manipulatives to enhance their child's preliteracy development. Most materials used are readily available in the home or easily acquired at little cost.

Offered in conjunction with the Community Connections Family Centers in the Greenville, Reynolds, Commodore Perry and Jamestown School Districts, the classes are taught by Family Literacy Instructor Wanda Lester.

The first class to graduate from the Greenville classes included Sharene Zarecky, Crystal Zuschlag, Cindy Moffett, Janet Kennedy, and Gail Hightree. A party was held at the Center for Human Services in honor of their accomplishment where certificates were presented by Dr. Georgina Rettinger and Mr. Sonny Sloan. Family and friends were on hand as well as several members of the staffs of the Literacy Council and Community Connections Family Center.

Classes are presently being taught in the Reynolds District meeting on Monday and Wednesday evenings in the library of the Reynolds Intermediate School. The classes will then move to the Commodore Perry and Jamestown Districts. For further information about the program please call either the Literacy Council or the Community Connections Family Center.

COLLECTING BI-LO TAPES

If anyone wishes to collect Bi-Lo register tapes to benefit the Literacy Center, please call the Center and Mary Lou will send you a self-addressed stamped envelope to hold the tapes. We really need what they do for us, and since the boxes were removed from the store we have received far fewer tapes than usual. Please consider saving tapes this way.

To repeat:

Call **588-6141** and ask Mary Lou to send you a self-addressed stamped envelope to hold your Bi-Lo register tapes. When the envelope has some tapes in it, ***Remember to mail it back !***

Sheri Burns, Director
60 S. Race Street
Greenville, PA 16125

Phone: (412) 588-8570
Fax: (412) 588-7677

COMMODORE PERRY
GREENVILLE
JAMESTOWN
REYNOLDS

COMMUNITY CONNECTIONS
FAMILY CENTER

The Operating Committee of the Community Connections Family Center - Reynolds Site was held on October 16, 1995. The meeting was held at the Reynolds Family Center at 9:30 A.M.

The following things were discussed:

Program Statistics - Clarification of the families that have used the Family Center to date.

Home Visits - Discussed the number of families utilizing this aspect of the program. It was also brought up about people canceling appointments.

Play Group - To date, Play Group has been very consistent as far as the number of children attending is concerned. Virginia Rimko mentioned that parents who stay enjoy visiting with each other.

Group Meetings - The September through November topics were discussed. There were also suggestions for upcoming Group Meetings. Mr. Stokes suggested: Kite flying, Domestic Violence issues, and an Easter egg hunt.

Keys for Kids - The Community Connections Family Center is working on this program in conjunction with Dr. Georgina Rettinger and the Greenville Literacy Council. The concept of the program was explained and ideas about how to get parents involved was also brought up. Ms. Wanda Lester will be working with the families on literacy skills for parents as well as children. The program will start at the Reynolds Site in January.

Parenting Series - It was recorded that six people attended the first meeting; two of which are new to the Reynolds Family Center. There are three more meetings that will be held on Wednesday's from 5-7 P.M.

Tutoring - To date there are thirteen students enrolled in the program. There is a waiting list, but the students involved seem to be willing to stick with it.

Community Assessment - Mrs. Virginia Rimko had a lot of positive things to say about the program. Her family is involved with Play Group and Home Visits. She will speak to other parents to see if there are any programs they think we should add to the Family Center.

The next Operating Committee meeting will be in January.

The meeting adjourned at 10:30 A.M.

In attendance: Mr. Stokes, Mr. Taylor, Ms. Burns, Mrs. Rimko, Mrs. Neifert, Miss Butler

KEYS FOR KIDS

The Keys for Kids program will help you understand the needs of your preschooler. You will learn how to make and utilize activity centers, puzzles, games, puppets, play dough, finger paints and many other easy to make manipulatives that will help your child do better in school.

Keys for Kids is an eight week program for parents of preschool children. It will be starting January 8, 1996 in the Reynolds School District. Each session will be led by Mrs. Wanda Lestor, a Reynolds resident. This program is open to **ALL** residents of the district. Like your children, you will learn by doing and what you make will be taken home to your children.

~~You will learn how to make nutritious snacks (like bugs on a log) with your children~~ and how activities like this actually help your children learn. Discover the things that make up a good children's book, how to choose books for your child, and how to read them with your child.

You are your child's first and most important teacher. Let us help you and your child to be your very best. The first two sessions will be held at the Reynolds Intermediate Building library on Monday, January 8, 1996 from 6-8 P.M. and then on Wednesday, January 10, 1996 from ~~(5-7 P.M)~~ 4:45-7:15 These times may change to the convenience of the group. New members are welcome to join the group at any time. Call the Reynolds Family Center at 646-4781 or the Greenville Literacy Council at 588-6141 for more information or to sign up today.

Keys for Kids

Certificate of Achievement

*is hereby awarded to*_____
for successfully achieving the goal
of_____.

_____
Family Literacy Instructor

Appendix C

End of Project Survey

Keys for Kids Student Evaluation Form

1. Do you feel that this program has helped you better understand how to help your child learn?

2. Did you enjoy the class?

3. What was your favorite activity?

4. What was your least favorite activity?

5. Do you feel more confident in your ability to help your child?

6. Do you feel more confident in your own abilities?

7. Do you plan to continue what you have learned now that the class has ended?

8. Do you plan to take other classes to improve your own abilities? If so, what and where?

9. Would you recommend this class to a friend?

10. If you could change this class what would you change?

11. Do you want to be notified of other classes as they become available?

12. How do you feel this class benefitted you and your children?

Keys Questionnaire - Compilation of Statistics

Of the people attending on a fairly regular basis, 75% were able to be contacted and agreed to answer the questions on the following questionnaire.

GOAL 1

1. How many books did you read out loud to your children during the program?
   75% reported met our goal of reading at least 5 books to their child - 25% did not

2. How many books have your read to your children since the end of the program?
   50% reported reading over 50 books, 25% averaged 2 per week, and 25% read less

3. How often do you read to Your children?
   60% read daily, 25% over once a week, and 15% not often

4. Do you talk about the books you read to your children?
   91% reported discussing books with their children, 9% did not

5. When do you discuss them? Before the reading, while you are reading them, or after you are finished reading the book.
   before only - 9%, during only - 16%, during and after - 33% and all three - 25% - 8.5 % after - 8.5% not at all

Question 1	2	3	4	5
5	40 - 50	nightly	yes	before
50-60	over 1 per night	nightly	yes	during, after
10	5	daily	yes	after
10	13	not often since school is out	yes	during
4	2	not often	yes	before, during, after
1	we read together		yes	before, during, after

16	2 per week	2x a week	yes	during, after
30 at least	100 plus	everyday	yes	during, after
2	80	every other night	no	
20	50	nightly	yes	during
50-60	1 per day	daily	yes	during, after
8 - 12	4 - 8 ?	daily	yes	before, during, after

GOAL 2

1. During our cycle did you create a reading center in your home?
   91% - yes, 9% - no

2. Do you still have that center?
   100% yes

3. Do you still use the center?
   100% yes

4. How often do your children use the center?
   60% use it daily, 17% use it a lot, 15% from twice a week to twice a month - 8% did not use a center

Question 1	2	3	4
yes	yes	yes	every other week
yes	yes	yes	daily
yes	yes	yes	daily
yes	yes	yes	a lot
yes	yes	yes	daily
yes	yes	yes	all the time
yes	yes	yes	daily
yes	yes	yes	daily
yes	no	no	we don't
yes	yes	yes	daily

no	yes	yes	2 x week
yes	yes	yes	daily

GOAL 3

1. Do your children draw, or paint or use chalk?
   100% yes

2. How often do you encourage them to do that?
   50% daily, 34% at least once a week, and 16% as the child wishes

3. Do your children ask to use different art materials such as crayons, markers or paint?
   92% yes, 8% no

4. What kind of materials do they ask to use?
   67% ask for crayons, markers or scissors, 8% none, 25% varying

5. How often do they get involved in art activities?
   34% daily, 42% at least once a week, 24% all the time or a lot

Question 1	2	3	4	5
yes	1 x week	yes	crayons, scissors, pencils	several times a week
yes	daily	yes	crayons, markers	daily
yes	daily	yes	markers, crayons, paint	daily
yes	don't have to	yes	colored paper	all the time
yes	3-4 x week	yes	crayons, pens, pencils, scissors	daily
yes	as she wants	yes	markers ,paint	a lot
yes	daily	yes	glue, paint, anything messy	4 x week
yes	daily	yes	prefers large markers	daily
yes	1 x week	no	none really	1 x week

yes	daily	yes	glue gun	2 x week
yes	2-3 x week	yes	crayons, scissors	2 x week
yes	daily	yes	scissors	all the time

GOAL 4

1. Did you have your children help you make a shopping list?
   83% yes, 17% no

2. Are they helping you make lists now?
   58% yes, 42% no

3. Do you take your children shopping with you?
   92 yes, 8% no

4. Do you talk about the words you see on way to the store?
   59% yes, 33% no, 8% sometimes

5. Do you talk about the words you see in the store?
   67% yes, 17% no, 16% sometimes

6. Do your children ever help you cook?
   100% yes

7. Do your children ever help with any other household task?
   100% yes
   If so, what?
   various tasks with picking up the most prevalent

Question 1	2	3	4	5	6	7
yes	yes	yes	yes	no	yes	picks up, feeds dog, garbage
yes	yes	yes	yes	yes	yes	windows, dust, clean, whatever I'm doing
yes	yes	yes	yes	yes	yes	run sweeper, clean room, pick up
yes	yes	yes	no	no	yes	run sweeper, fold clothes, pick up, set table
yes	no	yes	yes	yes	yes	pick up, clean, sweep
yes	no	not usually	no	someti mes	yes, not on stove	sweeps, picks up toys, dishes, tries to mop floor

yes	yes	yes	yes	yes	yes	set table, do dishes
yes	yes	yes	yes	yes	yes	set table, fold clothes, dust
yes	no	yes	no	yes	yes	clean room, do dishes, pick up toys
no	no	yes	sometimes	yes	yes	sweep, scrub floor, dishes
no	no	yes	no	sometimes	yes	pick up, take papers out, dishes
yes	yes	yes	yes	yes	yes	everything

GOAL 5

1. Did you make a book for your child during class?
   100% yes

2. Did you make a book with your child outside of class?
   50% yes - 50% no

3. Have they been involved in any writing activity since the program ended?
   91% yes - 9% no
   How often?
   42% at least once a week, 8% no, 50% sporadically
   What kind?
   42% practicing letters, 25% writing letters, 33% other

GOAL 6

Do you feel that your own reading or writing skills improved?
83% yes, 17% no
When asked in what way their reading or writing skills improved they replied as follows:
Such as do you read faster?
9%
More?
50%
Have you gained any insights into reading & writing process?
50%
Do you enjoy reading more?
25%

Question 1	2	3	4
yes	no	yes, when Mom writes	yes, reading more
yes	yes	yes, occasionally, letters	no, have always been avid reader
yes	yes	daily, writing letters, numbers, name, address	yes, enjoy reading more
yes	yes	yes, once, made a scrapbook	yes, gained insights into reading process
yes .	no	yes, i x week, practice writing letters, play with typewriter, copy names from phone book	yes, reading more, gained insights into reading writing process
yes	yes	yes, not very often, letters	yes, reading more, gained insights into reading process
yes	yes	yes, 2x summer, letters to cousins	yes, reading more, gained insights into reading and writing process
yes	no	yes, daily, thank you notes, cards, enjoys practicing writing new words and practicing letters	no, have always been an avid reader and letter writer
yes	no	no	yes, enjoy reading more
yes	no	yes, all the time, letters	yes, read faster, enjoy it more
yes	no	yes, 2 x week, practicing name	yes, more, gained insights
yes	yes	yes, 2 x week, name, stencils, name in cards	yes, gained insights,

Enrollment by District:

Greenville - 9 total - 6 regulars
Reynolds - 12 total - 3 regulars
Commodore Perry - 15 - 2 regulars
Jamestown - 5 - 4 regulars

By regulars I mean people that came more than 1 or 2 - The total are the numbers that attended at least 1 session.